

UMASS/AMHERST



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HEARTHSTONE HILL CHARTER SCHOOL

CONTACT PERSON

Mara Halpern
P.O. Box 534
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413-548-9617

GOVERNMENT DOCUMENTS
COLLECTION

FEB 23 1996

University of Massachusetts
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**EXECUTIVE OFFICE
OF EDUCATION**

February 14, 1995

Dr. Piedad F. Robertson
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Secretary Robertson,

Happy Valentine's Day.

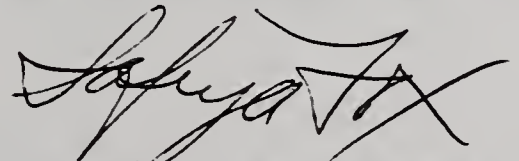
It is with unqualified pleasure in our opportunity, pride in our community, and hope for our children that we submit the enclosed proposal for the Hearthstone Hill Charter School in Shutesbury, MA.

We, the Members of the Founding Coalition of the proposed school, have experienced the extraordinary challenge of condensing a year's worth of preparation in building a strong community coalition of parents, educators, students, environmentalists, and artists and developing a proposal representing our collective vision into six weeks of hard work. We have risen to the occasion. And so, we are overwhelmed with recognition of who and what we have become. A child has been conceived - a school.


There is a wealth of diversity among us without which we never would have accomplished our tasks thus far. It has truly taken all of us. We are satisfied that although much work remains to be done, we have proposed an excellent school, one which can serve not only the needs of our community, our children, families, and teachers, but also as a dynamic model of what is possible in the field of education, other communities, children, families, and educators.

We thank you and all concerned for this marvellous opportunity.

Yours very truly,



Core Committee and Members
of the Founding Coalition
of the proposed
Hearthstone Hill Charter School



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TO: Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place
Boston, MA 02108

February 15, 1995

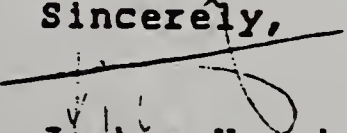
We, the Founding Coalitions of both the Amherst Community Charter School (Amherst, MA) and the Hearthstone Hill Charter School (Shutesbury, MA) are writing to inform you of our intent to develop an ongoing collaboration between our two schools, should they both be chartered.

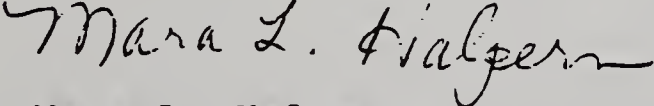
Representatives of both groups have met to discuss the possibility of our becoming "Sister Schools". We believe this would be beneficial for the following reasons.

- 1) We would be able to share staff and other resources.
- 2) The two sites (Amherst and Shutesbury) offer different yet complementary learning opportunities. Amherst is a multi-cultural community. Shutesbury is in a rural setting, and the program there would reflect that in its philosophy and structure.
- 3) The students at both schools could develop internships or apprenticeships together. They could also meet with one another for specific activities (such as special assemblies or performances) at either school. We would also like to develop a computer link allowing the two schools to communicate with one another on a regular basis.

We believe that the Sister School relationship would strengthen both schools. We see the possibility of expanding this idea to include other charter schools in the area, and across the state. Thank you for your time.

Sincerely,


Joshua Hornick
Group Representative
Amherst Community Charter School


Mara L. Halpern
Group Representative
Hearthstone Hill Charter School

1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

HEARTHSTONE HILL CHARTER SCHOOL
Proposed Charter School Name

SHUTESBURY, MA.
School Location (city, town)

Contact Person

First MARA Middle L. Last HALPERN

Organization _____ Address P.O. Box 534

City LEVERETT State MA. Zip 01054

Telephone (413) 548-9617 Fax () _____

Founding Coalition:
(Check Box)

Private
For-Profit

Parents ☐ Teachers ☐ Business ☐

Community Based Organization ☐ Museum ☐ Other Founding Group ☒

Grade Level
(Check Box)

Elementary ☐
Middle ☐
Secondary ☒
Other Grade Level ☐

Projected Student Enrollment

Projected Student Enrollment (1st Year)	<u>54</u>
Projected Student Enrollment (2nd Year)	<u>72</u>
Projected Student Enrollment (3rd Year)	<u>90</u>
Projected Student Enrollment (4th Year)	<u>108</u>
Projected Student Enrollment (5th Year)	<u>108</u>
Total Number of Teachers	<u>9</u>
Teacher/Student Ratio	<u>1:12</u>

In what type of community will
the Charter School be located?

Urban School District ☐ Rural School District ☒
Suburban School District ☐ Other Kind of Community ☐

Do you presently have access to
a facility suitable for a school?

Yes ☒ No ☐

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

We are a secondary school serving grades 7-12 in a small, rural community. Our focus is on the development of positive self-concept and self-expression, family and community relationships and earth - global stewardship. Characteristics of our school include: interdisciplinary studies portfolios and projects, integrated arts and community apprenticeships. ***

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

*** We will also have school-based mental health and family wellness programs.

MISSION STATEMENT

Hearthstone Hill Charter School is dedicated to creating an educational setting in which students will be powerful participants in their own learning, parents will be directly involved with their child's education, and where students will gain practical, appropriate life skills as well as developing healthy relationships with peers, family, community and the natural environment.

Our school is founded on the commitment to the following:

- **Positive regard for all individuals**

We recognize every student as unique and valuable. We believe that given an open, supportive and non-judgmental environment, children will naturally strive for personal growth and development and grow to be happy, productive and self-actualizing adults. Within such an environment a child may feel safe to take risks, to explore, to make mistakes and to learn from their experiences.

- **Self-discovery and self-expression**

We assert that a primary purpose of education is to nourish the inherent possibilities of human development. We believe that although it is important for children to acquire a high degree of competency in reading, writing, mathematics and critical thinking, these competencies may best be reached by different children in different ways. We believe that when individuals are given the opportunity to explore and to express themselves creatively and artistically in their own unique way, learning becomes an experience that is dynamic, relevant and meaningful.

- **Family, School and Community Partnership**

It is time for education to reconnect the learner to the workings of the social world through real-life contact with the life of the community. Parents and community members are crucial participants in this approach and may serve as advisors and teachers. Our school will help to facilitate the development of interactive skills, from self, to family, and to community.

The Practice of Earth Stewardship and global citizenship

We believe that education must spring organically from a profound reverence for life in all its forms. We must reawaken to experience the connectedness and interdependence of nature, and rekindle a relationship that is nurturing, not exploitative. All human activity, including education, needs to rest on principles which govern successful ecological systems: the usefulness of diversity, the necessity of cooperation, reciprocity and balance, the needs and rights of participants, and the need for sustainability within the system.

Our youth must become aware of the important relationships between people and their natural environment, the individual and the community, the young and the old, parents and children, men and women, and various cultures. Because of our commitment to focus on these 'external relationships', we will foster in our students 1) a self-concept so positive, they will be empowered to attain their highest goals; an acceptance and appreciation of others; 2) an ability to speak out, articulate what they believe in, and express themselves creatively; 3) an understanding of how to cooperate, collaborate and negotiate in groups; and 4) a commitment to respect and take care of the earth.

"As long as you live, keep learning how to live."
Seneca

2.) School Objectives

- A. What are the school's broad academic objectives for student learning?
- B. Describe any non-academic goals for student performance.

Our objectives are developed from broad areas of knowledge, which are identified in the Common Core of Learning, developed by the Massachusetts Department of Education (A-E), and to which we have added (F). Academic and non-academic objectives are interwoven within our model and curriculum.

- (A) Literature and Language
- (B) Math, Science and Technology
- (C) Social Studies, History and Geography
- (D) Visual and Performing Arts
- (E) Health and Life Skills
- (F) Earth Stewardship and Global Citizenship

We wish the student to:

Know and understand the development and structure of the English language.

Learn to read and understand books, newspapers, magazines and so on, for information and enjoyment.

Learn to write to be able to clarify one's thinking, record important ideas and events, and communicate with others.

Learn to speak to be able to present oneself and one's ideas to others in a small group, a public meeting, and so on.

Learn basic mathematics to be able to handle money, solve everyday problems, avoid being cheated, and appreciate the underlying structure and beauty of the world of numbers.

Learn basic computer literacy skills.

Learn to live and work effectively as a member of a group - be it a family, a class, or a job situation.

Participate in and experience the development and processes of government.

Develop an understanding of oneself, one's family, and one's community in a broad historical context; develop an understanding and appreciation of other families, societies, cultures, and countries.

Know and make connections among important historical events,

themes, and issues; recognize the role the past has played in shaping the present and the way the present will shape the future.

Understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts, and the role of change in human society.

Understand current political, economic, social and environmental issues, and how they impact on the individual, community, state and nation.

Develop an understanding of the importance of place in the lives and cultures of people, of the relationships between people and the environment, and how various peoples conceive of and use "resources".

Develop an appreciation of nature and its beauty and an understanding of the processes by which nature operates.

Develop an understanding of principles of sustainability and earth stewardship from ecological, ethical, and practical perspectives.

Investigate and demonstrate methods of scientific inquiry in life-respecting ways.

Learn enough basic science to analyze problems and to recognize principles underlying scientific and technological developments and relate them to human concerns and life experiences.

Create personal expressions in art, music, dance, literature, etc. and present them to others for response.

Understand the nature of the creative process, and the importance of the arts in shaping, reflecting, and preserving personal, historical and cultural heritage.

Learn to write a resume, interview for a job, and meet standards for gainful employment.

Know basic concepts of human development, mental health, sexuality, parenting, physical fitness, substance use and abuse, nutrition, disease prevention, and understand the implications of health habits for self and society.

Develop the ability to make informed and responsible decisions regarding personal health.

Develop skills in physical activities for personal growth, fitness and enjoyment.

Develop an understanding of rights and responsibilities as they

apply to: gender roles, cultural differences, liberation from racism and other forms of oppression, and so on.

Develop social skills such as peer counseling, conflict resolution, assertiveness, cooperation, leadership, etc. necessary for developing satisfying interpersonal relationships.

Develop an awareness of ethical principles within a context of personal, cultural and religious diversity.

3.) Statement of Need

A. Why is there a need for this type of school?

All people, and adolescent students in particular, need recognition as unique and valuable individuals, and opportunities for genuine fulfillment. Students need educational experiences that involve them wholly, spirit and heart, mind and body. They need to be met as individuals and have opportunity for full development of their inherent potential. We need schools that meet the need of our young people to be whole. We need schools where our knowledge of diverse learning styles, multiple intelligences, the various psychological bases of learning, and more, are applied on behalf of individual students.

Our young people need a renewed recognition of values which have eroded in modern culture: balance, harmony, peace, reciprocity, cooperation, community, honesty, justice, equality, compassion, understanding, and love. A school should not separate what is taught from how it is taught. As Mahatma Ghandi demonstrated "The ends do not justify the means; rather the means are the end in embryo". Students need time and space in which to respond creatively to the content of what is being taught. Content itself should be presented in a balanced way that engages the mind, touches the heart, and uses the hands. It matters little whether the first step in the presentation of content is intellectual, artistic, or practical except insofar as to accomodate individual preference. What matters is that content match the inner intent of the student, and that it involves mind, heart, and body. We need schools that embody these values for our young people.

Young people need to be allowed to recognize that life is the teacher. Real teachers are but guides who help students to gain access to content that matches their intent. To be respectful of students, content must be relevant and meaningful to them, and appeal to their individual needs and interests. We know that we learn best through experience. Most of our real education happens outside the classroom. We need schools where education is not confined to the classroom. We need debureauratized schools where all kinds of places become places of authentic human encounter and learning.

To be vital, young people need to express themselves creatively. We need schools that recognize the value of creativity and nourish the creative process, rather than label it "inappropriate behavior" as is too often the case in institutional settings.

For young people to be able to work together, there must be a recognition of the common human needs which bind people together into neighborhoods and nations. There must be a spirit of empathy, a willingness to understand and experience compassion for the needs of others. We need schools where students and staff as well can take the time to get to know each other at a deep level. We need schools in which the educational categories of "gifted", "learning disabled", "special needs" and "at risk" are eliminated; for who is not at times gifted, disabled, in special need, and at risk?

Clearly the system in which individuals are "mainstreamed", in which knowledge is fragmented into predigested compartments or "subjects" has essentially co-opted the basic rights and responsibilities of students to follow from their curiosity and to practice what they are learning on their own motivation. This process devalues knowledge and leaves students feeling disempowered. It sets up an adversarial relationship between students and teachers, and between learners and knowledge. The basic rights and responsibilities for asking questions, seeking answers and practicing what is being learned must be returned to the students.

Parents, extended family, and friends of the family genuinely care for their young people and need opportunities to participate in the education of their own children. Adolescents need to see their parents and elders functioning in professional roles as the experts that they are: carpenters, mechanics, business people, nurses, farmers, artists, musicians, etc. and to get to know their teachers and school administrators as real people. We need schools in which parents and community members participate and are empowered to play roles of special importance to their young.

In preparation for adult roles in our society young people need to experience participatory democracy in which disparate voices are heard and genuine human concerns are addressed. We need schools that provide a supportive framework in which young people can exercise their right to make choices and decisions for themselves.

We are living in a time of acute environmental and economic crisis. If they are to have hope, young people need to envision a future in which modern technology is reconciled with time honored wisdom of the laws of nature - the need for diversity, reciprocity, and balance. To develop a positive identity, young people need to experience "sustainable living" and learn the principles of earth stewardship for themselves. We need schools that help young people

to reconnect with the natural world. We need schools that model environmentally benign architecture, energy systems, food production, and waste management in order that young people realize that it is possible to have a regenerative relationship with the earth in contemporary terms and that we adults care about their future.

Thanks to modern technology we live in an age of information. We live in a small world. We need schools that help young people to develop an awareness of planetary interdependence, a relationship between global and personal well-being, and the individual's role of responsibility.

4.) Profile of the Founding Coalition

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders and their background and experiences.

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

In March of 1994, Safiya Fox, a licensed elementary teacher and parent of two children, from Wendell, MA began networking in the nearby rural hilltowns to develop a charter school proposal. She has many years of experience working with local school districts regarding the special needs of her thirteen year old son, and had developed strong community ties with special education advocacy and parent groups.

Through her son's special education teacher, Safiya was referred to Mara Halpern, a secondary health teacher, school counselor and licensed therapist. Mara had collaborated on an alternative high school program years earlier and has extensive experience working with students of all ages on personal and family related issues. The two of them began discussions regarding the need for an alternative public secondary school in three local regional school districts.

They contacted Gary Bernhardt, director of the University Without Walls program, the alternative educational program at the University of Massachusetts. He had previously coordinated a CETA funded alternative vocational high school program in eastern Massachusetts. As a long term School Committee member of the Union 28 school district (Leverett, Shutesbury, Wendell, New Salem and Erving), he is familiar with the needs of these hilltown.

In September of 1994, Mara invited Penelope Newcomb to attend the Charter School Conference held in Worcester, MA and to help develop a charter school. Penelope had initiated and directed the

the alternative work/study/travel program referred to above in 1987, for which Mara had been the liason with a local public high school. They had cherished hopes of working together again in the future, merging their visions about education. Penelope is a choreographer, counselor, and educator who had recently moved to rural Vermont after living in the Amherst, MA area for eleven years. An organic gardener and certified herbalist, as well as a performing artist, she has developed numerous integrated arts, educational, and cultural programs for elementary and secondary school children. Her specialty lies in teaching native concepts and earth stewardship in combination with integrated arts.

John Bailey joined the Core Group after attending a community information meeting and several work meetings. As a longtime Shutesbury resident, he is very familiar with the hilltown needs, particularly a cooperative neighborhood in the town. He has years of experience coordinating youth programs and acted as a mediator between street gangs and the police in Boston. In addition to doing outreach work, he has led workshops and educational programs on substance abuse. He was a foster parent of teens for several years in the Boston area, as well as serving on numerous advisory and task force boards for youth services.

We have begun networking in the community and have explored the possibility of partnership arrangements with the following organizations and groups.

Part of our collective vision for a charter school is to create a permanent school facility which will function as a demonstration of ecological or "green" architecture and sustainability. Anna Eddy of Martha's Vineyard, internationally recognized for her innovative, economical, and educational contributions in solar design and organic management, has agreed to guide us in the construction of a year round solar-dynamic bio-benign greenhouse for food production. Like her own highly successful, 3300 square foot, twenty year-old Solviva greenhouse, it would be heated by solar energy and chicken breath. We envision a school built around a greenhouse and gardens where students and visitors can see and draw inspiration from the benign coupling of modern technology with age old principles of sustainable living.

Tulio Inglese, director of The Nacul Environmental Design Center, an ecological architectural firm in Amherst, has offered to donate his services and those of his staff through the non-profit branch of Nacul to develop plans for our permanent school facility.

Educator/artists Penelope Newcomb and Jane T. Broderick, both members of the Founding Coalition, are collaborating to develop an arts/dance/music curriculum organized around the seasons, integrated with gardening and the practice of earth stewardship, and culminating in multi-cultural festivals and seasonal celebrations. Our school could provide them with a situation and

site where they can teach together and develop their project with participation of our young people and community.

The Sirius Community, founded in 1978 as a non-profit educational corporation and located right across the road from our proposed rented school site in Shutesbury, MA, is interested in developing a community partnership with us. This is a marvellous opportunity for our school, for Sirius itself is "a demonstration of a cooperative, ecological way of life in tune with the cycles of nature". With a staff of some twenty people, Sirius is an important research and development center for our region, experimenting with innovative, energy efficient technologies, affordable housing, sustainable, organic food production and environmentally beneficial waste management. Sirius is involved in Community Supported Agriculture and offers apprenticeships in building and gardening. (See Appendix 4B - Anna Eddy-Greenhouse, Earth-Conscious Arts, Sirius Community brochure) See letter of support from Tulio Inglese and the Nacul Center.

Another community partnership arrangement we are beginning to develop is with The Literacy Project, in Greenfield, MA. This local community education program has been in the area for ten years, serving residents throughout Franklin County and beyond. Their commitment to effecting change in the national crisis of illiteracy and under-education is excellent. As we commit ourselves to the eradication of illiteracy among our teen-age students, we plan on developing an ongoing relationship with this program. We are also corresponding with the National Center for Family Literacy, in Louisville, KY, in hopes of gathering resources and materials for use with our students and their families.

We are also planning to collaborate with the Global Horizons program located at the Center for International Education, University of MA, Amherst. Dr. Habana-Hafner, faculty member, has been supportive and interested in our school focus and model. The goal of the Global Horizons program is to assist educators in western MA to implement global education in their curriculums. One way they achieve this is by sensitizing teachers and other school personnel to the importance and relevance of educating our young people about the interconnectedness of all people and cultures. We look forward to working with them, sharing resources and utilizing the staff development programs they offer. (See letter of support from the Center for International Education)

Another community partnership we are beginning is with prospective charter schools in our greater area of Hampshire, Hamden and Franklin counties. In particular, representatives from our group and the Amherst Community Charter School have met for discussions about a possible collaboration, should both proposals receive funding. It is exciting to see how charter schools could work together sharing staff, resources and community events. This concept of "Sister Schools" could be expanded to include schools

not only in our immediate area, but across the state.

In terms of our relationship with existing schools, we have begun meeting with local administrators, principals and teachers to inform them about our proposal and share information about the charter school legislation. These contacts have been met with support and a request by all of the above-mentioned for continued contact. It is vital to us to be "good neighbors" with existing public schools. We recognize the potential economic impact of the charter schools on the public schools throughout the state. We would like to create positive relationships with the existing public schools, as we will also be a public school and part of the greater educational community.

C. Include any plans for further recruitment of founders or organizers of the school.

Initial contacts have prospered and, although we are open, our present commitment is to developing the contacts that we have.

5.) School Demographics:

A. Describe the area where the school will be located.

The school will be located in Shutesbury, a small rural town in Franklin County, in western Massachusetts. For elementary school, Shutesbury is one of the five towns in the Union 28 school district; for secondary school, it is one of six towns in the Amherst Regional School district.

The five towns comprising Union 28 (Leverett, Shutesbury, Wendell, New Salem and Erving) host a range of people, including industrial workers, farmers, tradespeople, university employees and professionals, making a community of economic and social diversity.

Shutesbury has a population of approximately eighteen hundred people. It is surrounded by the smaller towns of Leverett, Pelham, Wendell, New Salem, Erving and Orange. Together these towns, along with a few others, comprise three regional school districts in western Massachusetts. These towns are similar in geography, population, economics, and lifestyles. Culturally, however, Leverett, Pelham, and Shutesbury are more connected with the Amherst community. Students from these three towns enjoy more exposure and access to ethnic and cultural diversity. The further from Amherst, the more ethnically homogeneous the population becomes. And, the further from the extraordinary educational and cultural resources of the Five College Area and Pioneer Valley, the fewer opportunities there are, particularly at the secondary level, for innovative and progressive education.

B. Why was this location selected?

Shutesbury, one of the hilltowns, provides an ideal location for our school in that our intention is to serve the smaller hilltowns, and to afford access for our students to the diversity and cultural benefits of the small urban community of Amherst.

It is necessary for our school to be in the country so that we may implement our philosophical approach in practical ways, such as gardening, managing a greenhouse, and developing sustainable living skills. We want our students to experience the richness and beauty of a simple life lived in concert with other elements of the natural world. In teaching stewardship of the earth, we want our students to realize their own connection, and find their own reference points in being close to the earth.

With the pressures many adolescents face today, we believe it is helpful for teens to have physical space in their school environment, which is conducive to self-reflection, relaxation, and peacefulness. Critical thinking skills and planning one's day leading to planning one's education, evolve from this kind of space. We want our students to appreciate not only the physical, but also the mental and emotional space of nature, which we believe will help them sort out their individual needs and sense of purpose.

C. Are there other locations suitable to the needs and focus of the school?

All the aforementioned rural towns could provide a suitable location, with the qualification that they be close enough to the population centers to attract a student body, and allow convenient access to Amherst and the Five Colleges.

D. Describe any unique demographic characteristics of the student population to be served.

The Union 28 elementary schools share a common philosophy of cooperative learning and teaching, interdisciplinary curriculum, and respect for children and families.

Typically, when these children enter a junior-senior high school, they encounter serious dissonance between the intimate environment of their elementary school and the less personal environment of the larger regional secondary schools which they must attend. The existing 7-12 grade structures of these schools are often discouraging and intimidating to both students and parents. Home friendships are dramatically changed by going from a sixth grade class of twenty students, many of whom have been together since kindergarten, to a seventh grade class of three hundred students. This cultural schism affects not only the children's intimate friendships, but their relationships with their families and community. Young people may become disengaged from their families and lose the continuity of their childhood identities. Families

may feel they have lost their children. Our school will provide an alternative to the regionalization dilemma.

E. What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal?

Projected enrollment for the first year is fifty-four students, grades 7 through 12, ages twelve to eighteen years. Each year we will add eighteen students, except for the fifth year. Our total enrollment at the end of year five will be one hundred eight students.

F. What grade levels will be served? How many students are expected to be in each grade or grouping?

We will serve grades 7 through 12. Students will be in multi-age groupings. It is our plan to create a balance of age ranges. Optimally, we would like nine students per grade. Realistically we know this may not happen, so we will adjust accordingly.

6.) Recruiting and Marketing Plan:

A. Demonstrate how you will publicize the school to attract a diverse pool of applicants.

We began publicizing the school by phone and word of mouth in mid-January and held weekly Sunday community information meetings in Shutesbury, Leverett, Wendell and Amherst. We will advertise and continue to hold open community meetings after we submit our proposal. Future community information meetings will be held in New Salem, Orange, Montague, Turners Falls, and Millers Falls, in addition to the towns mentioned above.

We have contacted three major area newspapers which will continue to be a source of publicity for the school. There are a number of alternative magazines in the area, for which we will write articles and press releases, and provide interviews. We will continue to attend Selectboard meetings in our communities, which correspondent reporters from local papers often attend.

We have made contact with community groups and organizations, as well as youth and advocacy programs and will continue to do so.

B. What type of outreach will be made to potential students and their families?

From every community information meeting we have held, a list of names, addresses and phone numbers of people attending has been compiled. We correspond with the addressees to update them on the latest developments with our school, and/or follow up with phone calls. We are developing networks and phone trees. By organizing

our outreach efforts on a person-to-person basis, we are using one of the most effective outreach strategies, word of mouth.

C. Describe efforts to recruit students without parents on their behalf.

Our admissions policy will reflect our philosophical commitment to making our school which available and accessible to all students. We consider every prospective student to be worthy of our attention, regardless of family situation. Students living with surrogate parents (guardian, relative, etc.) are welcome to apply to our school.

We hope eventually to offer a residential program as well as a daily school program, for students whose home situations are less than desirable. To this end we have spoken with Steve Jefferson, who directs a residential program in Greenfield. We plan to offer family support services at our school, some of which are to help those students who are in transitional living situations or difficult home relationships.

7.) Admissions policy:

A. Describe the admission methods and standards you will use to select students.

In our student body we seek:

- * a balance of gender and ages
- * a good match between student and school based on expressed needs, interests, and previous experience of students and resources and services of school
- * students whose parent/s (or surrogate) will be actively involved
- * young people representing a diverse community with a broad spectrum of interests, abilities, and backgrounds

B. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery for students both within and outside the district.

Admission to HHCS for September, '95 will follow a rolling admission plan to facilitate immediate development of the school/student/family connection. If needed, there will be two application deadlines, the first March 31 and the second April 15, 1995. The HHCS will give priority to young people who live in the same town as the charter school, and to siblings of students enrolled in the charter school. The admissions policy of the HHCS will not discriminate on the basis of gender, color, race, national or ethnic origin, creed or religion, politics, marital status, family situation, or physical challenge.

No specific academic or performance standards are required for students seeking admission. Transcripts, portfolios, and letters of recommendation would be helpful but are optional. We have the following criteria for admission:

- * prospective student AND parent (or surrogate) must:
 - 1) attend an information session
 - 2) attend an individual interview
- * student must actively want to attend charter school
- * student must submit application form (see appendix)
- * parent (or surrogate) must actively want involvement with charter school and commit to:
 - 1) regular participation in parent council
 - 2) collaboration in student individualized education planning several times per semester
 - 3) active helpful cooperation in the school through a variety of possible forms which could include: staff assistance, teaching classes and workshops, administrative or classroom duties which might possibly be performed at home, school clean-ups and workdays, fundraising, etc.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Our school is founded on respect. We recognize every individual's need to express him/herself and to belong to a community of diverse individuals who also need to express themselves. By encouraging participation, diversity, balance, and compatibility with the school through our admissions policies, we implement the goals of our school in a non-discriminatory fashion.

Active involvement of parents and other community members in the school is essential to our mission. We understand and share the stresses and demands of contemporary living and seek to be flexible and sensitive to the needs of families by providing a wide range of opportunities for their school involvement.

8.) Timetable:

Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

January--

- weekly information meetings Sundays 2-5PM, in Amherst, Leverett, Shutesbury, Wendell
- weekly work meetings Wednesday nights 7-9:30 PM for land and building, curriculum, transportation, legal, support, publicity, apprenticeship committees
- meetings with Sirius Community and others to discuss community partnerships
- meetings with local teachers to discuss clusters,

- classes, and curriculum
- create a file of community resource people who could offer apprenticeships and classes

February--

- Feb 7- incorporated as a non-profit corporation
- complete and submit proposal By Feb. 15
- continue weekly informational meetings and work meetings
- continue publicizing our proposed charter school (including application procedure and contact person for admissions process)
- continue developing community partnership arrangements

March--

- write job descriptions and plan advertising strategy for staff positions
- research funding sources and begin writing grant proposals
- 15th-receive very important letter in the mail
- Board of Trustees meet to approve staff position descriptions and review lease contract and proposed renovations
- Board of Trustees will set up committees and committee chairpersons to deal with acquiring school materials
- file for recognition of tax exemption under 501(c)(3)
- continue advertising and publicizing charter school
- begin accepting student applications
- 31st-first student application deadline

April

- sign lease contract for school building and finalize renovation plans
- Board of Trustees meet to begin to review staff application
- 15th-(if necessary)-second student application deadline

May

- turn in student enrollment to the state
- Board of Trustees request interviews for staff positions
- interviews for staff positions

June

- hire staff
- Board of Trustees sign contracts with staff to begin on part-time basis in July and August

July

- order educational and office supplies
- general two day staff meeting
- orientation meetings and interviews with students and parents

August

- Two day full staff meeting
- 15th-Staff begins working full-time
- Evening orientation meetings for students and parents

September
-School Opens

9.) Evidence of Support

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

Shutesbury and the surrounding communities have been very supportive of our proposed charter school. In a very short time frame an impressive number of people in the community have joined our core group to assist us in developing a proposal. Our Founding Coalition has grown to approximately twenty committed individuals including parents, educators, artists, environmentalists, administrators, youth program coordinators, students, and we have other less involved supporters as well.

We have strong backing for the earth stewardship part of our program including the donation of architectural services, and planned community partnership with the Sirius Community.

SEE ENCLOSED LETTERS OF SUPPORT

10.) Educational Program:

A. Describe the educational program of the school, providing a detailed overview of curriculum objectives and content in the main subject areas.

THE MODEL

CLUSTERS

There will be 54 students from grades 7 through 12 in our school in mixed-age groupings. Each semester students will select a learning cluster which meets for 2 1/2 to 3 hours each morning, 4 days a week. A learning cluster is an in-depth, interdisciplinary learning experience, organized around a common theme. Themes are developed from broad areas of knowledge, which are identified in the Common Core of Learning developed by the State Department of Education (see A-E), and to which we have added (see F).

A) Literature and Language

B) Math, Science and Technology

- C) Social Studies, History and Geography
- D) Visual and Performing Arts
- E) Health and Life Skills
- F) Earth Stewardship and Sustainability Skills

Though they may focus more heavily in one or more area/s, learning cluster themes reflect the inherent integration within subject areas, and are presented and developed as an integrated whole in which academic skills, artistic expression, and curriculum areas are interwoven. Every semester students may choose a learning cluster. The clusters offered each semester will depend on staffing, student interest and available resources. An Independent Study cluster will be offered every semester.

A theme for a learning cluster might be "The Self in History". This study could begin with a focus on each student's personal geneology, on the lives, times and places of his or her ancestors, then build through awareness of family history to an understanding of the larger historical and cultural contexts in which other peoples, have lived. In this way, world political events, developments in the arts, sciences, religions and philosophies, and different ways in which people have related to the earth, can have personal relevance for students.

Another theme for a study cluster might be "Earth Stewardship" which would focus on gardening, ecology and the principles of earth stewardship. In this investigation, students would acquire an understanding of contemporary sustainable practices in agriculture and business; the use of renewable energy and appropriate technologies; gardening; waste management and other aspects of sustainable living through an interdisciplinary approach that includes biology and ecology, indigenous philosophies, literature and art.

AFTERNOON PROGRAM

Every afternoon there will a 2 1/2 hour block of time in which students can pursue their own interests through self-directed time, which could include independent study, course offerings, or reading, writing, walks, talks, computer time, counseling, art, dance, or drama projects, etc.

COUNCILS

Every student will be a member of a facilitated peer Council. The Council will be a home group, a support group, a small and cozy place where students can discuss issues of personal and global importance, in addition to giving and receiving support. The Council will meet weekly and will consist of approximately eight to

fifteen students. The parents of students in each council will themselves meet regularly as a parent Council to discuss educational, parenting and other issues, and to support each other. Every student/parent Council will have a Council Guide. Additional Councils such as Fishbowls, Men's, Women's, and Open Councils may be scheduled, and can include invited guests and the discussion of selected topics of special interest.

STUDENT PLANNING GROUP

Students will begin designing and planning their personal education plan shortly after admission and entry into our program. Their advisor (also their Council Guide) will hold regular meetings with them, and begin the planning process. The student will invite his or her parent or surrogate parent to join this planning group. A peer of the student's, in addition to a mentor or special person whom they wish to include may also be invited to participate. Meetings with the advisor will be held bi-weekly or as needed and the student's individual portfolio will begin. This portfolio will hold any work the student wishes to place there, as well as the record of progressive meetings of the planning group. Any decisions, changes, notes to be made will be kept in the portfolio. The larger planning group will meet once or twice a semester, or as needed. This group may change over time. Each student will have the same advisor and Council Guide for at least one year. Should the advisor-advisee relationship be working well, it will be an ongoing relationship, even though the Council group may change from year to year. The Council and the individual learning clusters and classes will all be places where the students may discuss their ideas, thoughts and feelings about their evolving plan.

B. What teaching methods will be used? How will this pedagogy enhance student learning?

We will use an interdisciplinary thematic method of instruction. Students will be in learning clusters of mixed ages. We will encourage self-discovery and self-expression. Teachers and students will work together to create an "emerging" curriculum within the learning clusters. We will also use a multi-disciplinary format.

C. Describe the school calendar and hours of operation of the school.

The school calendar and hours of operation will approximate the calendar and hours of the local public school district.

The school would like to offer educational/recreational summer

programs and is considering scheduling a summer session as part of the Earth Stewardship cluster program in order to give students a full year's experience and the benefit of the growing season for gardening projects. At this time ideas and plans for summer sessions and programs are NOT included in our model or reflected in our budget.

11.) Student Performance

A. Describe your proposed plan to assess student performance.

Each student will develop a personalized education plan with his/her Advisor and planning group. The student's planning group will consist of the student, his/her Advisor, a parent, a peer friend, and may include a mentor/teacher the student invites to join this group. The student's portfolio will consist of his/her individual documented goals for achievement, plans, as they develop, and work over time. It may include projects, art work, photographs, creative writing, journal entries, research papers, and recorded comments from members of the planning group and others. The planning group, including the student, will participate in an ongoing assessment based on the portfolio of the student's effort, progress, accomplishments, and concerns.

We believe that the intimate and individualized manner in which each student will be assessed through the planning group will provide more useful feedback to the student than letter grades based on tests, mandatory homework, teacher criteria, and class performance. Self-assessment and the evolution of criteria for self-assessment are important in this experience.

We will encourage students and staff to keep journals of their daily experiences at school. This will serve the purpose of documenting events, progress, and challenges and reviewing them as time passes.

Each student will also participate in periodic cluster assessments of his/her own work and the work of the cluster, and in peer assessments of the work of other students in the cluster. Students, teachers, and clusters will develop their own criteria for assessment.

B. What remediation will be available for underperforming students?

We will have a Language arts teacher who can assist students with basic skills on a tutorial basis individually or in a small group. Should a student enter our school with need for remediation, this will be addressed immediately as the student develops his/her personalized educational plan. We will monitor special needs as they arise for every student. As they are identified, needs will be brought to the attention of the student's advisor and from there a plan of action to address the area of need

can be developed within the planning group.

C. How will student development towards the school's stated learning objectives be measured? (see question #2)

There will be periodic standardized testing as required by the state to allow teachers to assess student and school test performance in designated subject areas as compared with test levels of other students in other schools.

12.) Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Once a year, staff will meet to discuss and review the personalized educational plans of the students for whom they are advisors to see if there are individual areas of weakness signifying patterns of weakness across the student body. If there are such patterns, adjustments will be made in the overall program of education to strengthen those areas in the future design of the curriculum. A written report of the outcome of this review will be presented to the Board of Trustees for review and approval of any proposed changes and recommendations.

B. How will teachers and administrators be evaluated? Describe your standards for the teacher and staff performance.

Teachers and administrators will be evaluated by the members of this educational community, students, parents and staff. Teacher and staff performance will be evaluated based on their effectiveness in realizing the vision and objectives of the school program. Procedures for dismissal are outlined in 13(D).

C. How do you plan to hold your school accountable to the public and the parents of the children in attendance at your school?

Parents and community members will be actively involved in our school and will participate in the decision-making process in many ways. They will have an active voice in what happens at our school, and will have many opportunities to voice their concerns. The written report mentioned in part A of this question will be made available to any parent or community member upon request.

D. Discuss your plan for regular review of school budgets and financial records.

School budgets and financial records will be reviewed quarterly and presented to the Board of Trustees for review and approval.

E. Describe your system for maintaining school records and disseminating information required under public school law, including the annual report, as set forth in M.G.L.c.71,s.89.

The Director/Teacher will be responsible for maintaining student records and preparing the annual report. The annual report will include: financial data, pupil and staff statistical data and fiscal year budget for the next fiscal year.

13.) Human Resource Information:

A. Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials?

We believe that teaching is essentially a vocation or calling, requiring a blend of artistic sensitivity and scientifically grounded practice. We will look for intelligent, creative, enthusiastic individuals, who are committed to the development of positive relationships with self, family, community and the natural environment. We seek teachers who have a high degree of understanding and sensitivity to the challenges of human development. The teachers we hire must display a reverence and a respect for the individual. They must have the ability to be aware of and attentive to the learner's needs, differences and abilities and be able to respond to those needs on all levels.

The following qualifications are required:

- expertise in at least one, preferably more, disciplines
- commitment to modeling and development of positive regard for all individuals (life)
- commitment to a learner-centered interactive educational model
- ability to consider the individual in relationship to family, community and the environment
- an understanding of, consideration of, and ability to work with various learning styles
- ability to relate well with others
- ability to creatively weave together numerous trains of thought
- a high degree of creativity and resourcefulness, problem-solving skills
- ability to work within a cooperative democratic model

B.) What is the targeted staff size and teacher/student ratio?

The targeted staff size will be 9 FTE teachers for a 108

student maximum enrollment projection. The teacher/student ratio will be 1:12.

C.) What professional development opportunities will be available to teachers and other staff?

Before opening for our first year, staff will be required to attend weekend workshops during the summer to develop a connection with each other and with the school and community. Money is designated in the budget for staff-training. Initially, staff-training will focus primarily in the area of development of relationship skills. Areas of focus for staff training will be determined by the Board of Trustees. The type of training will be determined by the staff and final approval for staff-training funding will be negotiated with the Board of Trustees.

D.) Describe your human resource policies governing: salaries, contracts, hiring and dismissal, benefit packages.

Salaries & Benefits

Teachers will be paid \$25,000 (budget A) / \$30,000 (budget B) per year. Part-time teachers will be paid at the same rate, proportioned to the number of hours worked. Money in the budget designated for consultants/resource staff who will offer classes and other activities on per diem basis. Administrative duties will be shared by staff though one teacher will act as director, representing the school as the contact person and responsible for coordinating school activities. For carrying this extra responsibility, this person will be paid an additional \$5,000. Clerical and bookkeeping services will be paid on a consultant basis. Our benefit package will include, but not be limited to, a health care benefit with two options: a major medical plan/HMO; or an alternative practitioners benefit package.

Contracts

We will develop an employment agreement of a one year contract including but not limited to:

- * Detailed job description
- * Performance standards
- * Length of employment
- * Salary and benefits

Hiring and Dismissal

Staff will be hired in the following manner:

1. Applications are screened by the Board of Trustees and current teaching staff. For initial hiring, the Board of Trustees will make the decisions.

2. A Committee made up of one board member, one teacher, one parent, one student, and one school-involved community member interviews applicants.
3. This committee must reach a consensus vote in order to hire a staff member.
4. If a consensus cannot be reached, the application process is repeated.

Dismissal will be determined after review by the above mentioned committee upon request from staff, student or parent for review of a staff member.

14.) School Governance

A. Describe the internal form of management to be implemented at your school, including any plans to contract with an outside group to manage the school.

Most administrative duties will be divided among staff members. The position of Director/Teacher will accomodate the need for a single representative to interface with the community, the state, and other committees and regulatory bodies. The Director/Teacher will handle emergency decision-making and tie-breaking decisions and will be paid an additional sum beyond the teaching staff salary.

B. How will the Board of Trustees be chosen?

The first Board of Trustees will be chosen by the founding core group. Additional members will be nominated by the existing Board of Trustees. If a member of the Board is hired for a staff position at the school, he/she may no longer be a member of the Board.

C. Describe the roles and responsibilities of the board.

The board will meet monthly during the school year. The Board will perform the following functions:

- advise on matters legal and financial, including the annual budget.
- raise funds for after school and enrichment programs
- make long term plans and set priorities for the school
- manage capital assets
- oversee the following: expulsion of students, personnel matters, public relations, etc.

D. Describe the relationship of the board to teachers and administrators

The board will assume broad management and administrative functions for the school to free the educational staff to focus on educational matters, while providing support for the efforts of the staff.

E. Discuss the nature of parental and student involvement in decision-making matters.

The parents and students collaborate with the staff to develop the personalized education plan for each student. Parents, students, and staff members have equal vote at School Assembly meetings.

15.) School Community

A. What type of community environment do you hope to foster at your school?

We hope to create a school environment based on a recognition of the human values of harmony, peace, balance, reciprocity, cooperation, community, sustainability, honesty, justice, equality, compassion, understanding, and love. Our school will be a place where all who enter will be accepted and supported. We believe that learning grows from meaning, and leads to enrichment of our self-concept and the deepening of relationships. It is often the development of a special bond that creates the strength and motivation to grow, to overcome obstacles, to fulfill our dreams. We all have obstacles to overcome within our lives, and dreams to fulfill, and for each of us, the bonds we create with others help us to do both.

16. Replicability and District Relations:

A. How will your charter school offer replicable educational models to the schools in the surrounding districts?

We want to establish ongoing cooperative relationships with local school districts, as well as the possibility of becoming Sister Schools with one or two other charter school programs.

We would like our school to be a place for teacher training and development, as well as community planned programs - seasonal celebrations and arts festivals, performances by students, and any other student staff-generated programs.

B.) If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.

Through the community involvement within the school in our programs for the development of healthy relationships to self, to peers, to family and community, and the natural environment,

students, parents, staff and community members will develop a deeper sense of self-empowerment and interconnectedness with their community.

Internships within the community will have reciprocal benefits for the community.

The teacher training programs that we will develop will serve as available models for other schools and institutions within the district.

C. What efforts, if any, have you made to build rapport with the districts from which your charter school would draw students?

We have held meetings with individual school administrators and teachers to inform them about our proposal, as well as to provide information about the charter school model and legislation. It is our intention to develop and maintain long-term relationships with the local districts, particularly the three regional secondary schools of Amherst Regional, Mahar Regional and Turners Falls High. In our meetings with administrators and teachers to date, they have been very supportive and we will continue to develop these relationships.

A unique aspect of our school is that we define community to include not only people but also the larger natural community of interdependent living beings. In indigenous communities all over the world plants, rocks, animals, brooks, rivers, winds, sun, moon, stars, and earth are recognized and respected as family. It is our intention to offer our love, our respect, our cooperation to all our relations and to foster special bonds with the trees, the rocks, the places, the earth we love.

17.) Building Options

A. Describe your present options for a school building.

We have located a unique and wonderful site in Shutesbury at 91 Baker Rd. Our school will be principally located in the first two floors (4,000 sq. ft.) of a wood framed building which has been designed with conversion in mind. Non-toxic materials have been used throughout the construction and specialized insulation makes heating economical. To date it has been a cooperative living center. Soundproofing and non-loadbearing walls have been incorporated into all existing work enabling classrooms of any size to be accomplished easily. Two feet of access space exists between ceiling and floor making installation of any new mechanicals easy and inexpensive. The owner, who is part of our founding coalition, has agreed to facilitate and accomodate school needs in all ways possible. (Please see letter of intent for lease contract in Appendix 17A)

B. Demonstrate how this site(s) would be a suitable facility for the proposed school, including any plans to renovate and bring facility to compliance with all applicable school building codes.

This site has the capacity to accomodate our full expected enrollment of 108 students. Orientation will accomodate a greenhouse on the front (south). Both floors can easily be adapted to our needs---accomodating various size rooms etc. All of our discussions with the building inspectors who are in fact familiar with the property indicate that no significant obstacles exist to inhibit bringing the facility into compliance with all applicable building codes.

The building is located in a cooperative neighborhood, where a village model has evolved to include a weekly village newspaper, co-op food buying, seasonal celebrations, recycling projects, community suppers and village meetings four times per year. Included within the neighborhood, is a land-trust community of 93 acres, which focuses on sustainable development and with whom we are actively exploring a community partnership and resource sharing, such as their conference center, trainer-teachers, grounds, woodworking shop and pottery wheel and kiln, gardening and building technology skills. Please note community partnership, letter of intent and informational brochure about the Sirius Community.

C. Discuss any progress of future plans for acquisition of a school building.

Our ultimate goal is to purchase our own property and develop our own facility. We would like to design a building which both facilitates and models our philosophies of education. NACUL has offered to help design this facility. (Please see their letter of support). The facility would be a model of "green" architecture, sustainability and friendly interactive work space. We have therefore incorporated into our lease provisions for early termination, in the event that we are able to purchase and finance our own property.

D. Describe financing plans, if any.

Although, we have a vision of purchasing land and building, as yet we have no plans to finance this.

18.) Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

Our school rules and guidelines governing student and faculty behavior will be determined by students and staff together through a democratic process of governance. A weekly School Meeting, modelled after a New England Town Meeting, will address issues and concerns of government. Students and staff members have each one vote. Violations of rules and guidelines will be handled in School Meeting and in committees elected for this purpose. Our health and safety rules will conform to local, state, and federal laws.

B. Describe your school's policies regarding student expulsion and suspension.

The School Meeting may recommend suspension for repeated or extreme infractions that cannot be properly addressed by the School Meeting with the parties involved. Severe infractions may be referred to the Board of Trustees. Expulsion will be the prerogative of the Board of Trustees.

We will encourage students and teachers to resolve their difficulties between themselves. We will be offering a school-based model for conflict resolution comprised of a five step process of and complex of skills.

19.) Describe how your school will accomodate special needs students.

One of our school's founding principles is positive regard for the individual with a concomitant commitment to creating an environment where all members of the group are supported and accepted. It is our belief that to develop one's potential, to take risks, to try new things--i.e. to learn, one needs to feel safe in a supportive, loving environment. This is true for all students, though, at times, may be particularly acute for the special needs student. For special needs students to be integrated into the classroom, they need to be accepted by their peers and teachers. We believe the experience of acceptance will assist them in a mutually beneficial learning process.

We believe that the structure of our program will allow for full inclusion of special needs students. The day is divided into two main blocks of time, including a half-day for which students design their educational program. Within this time period students attend different classes or study independently, so that individual classes may be scheduled for/by a special needs student at this time without his/her being pulled out of group classes or appearing different from anyone else. The student is simply seen as following his/her personalized educational plan, the same as everyone else. The afternoon time could also allow special needs students to study their areas of strength. For example, a student with a language disability and strong visual-spatial skills might

study woodworking or sculpture. The student will then have the opportunity to share his expertise with his peers.

Four mornings a week students work together in small mixed-age learning clusters studying various subject areas woven together around a central theme. During this time, students work at their educational level and within a variety of mediums. These groups are interactive in format, so that the study material grows through staff and student input. Arts are integrated into this program, allowing greater means of expression in academic work. Within this framework, students with special needs may work in the manner most appropriate for them, as well as with other students, without being set apart.

The staff of our school includes a part-time special education instructor to work with children with language disabilities. This teacher will be known as the language teacher and will be available to all students. However, students with special needs would be given priority. Our school could be equipped with a computer with a speech-synthesizer, to run a computer reading program which highlights words as the computer reads them aloud. This enables language disabled students to access academic reading material that is beyond their reading ability. This type of computer has been used very successfully for dyslexic students at several colleges, but not at the secondary level.

Other special needs services will be made available on an as-needed basis. We are committed to working with the individual family to deliver as many services as possible, including but not limited to being an out-of-district placement for a special needs student. We believe this would be cost-effective for the sending district. Examples of additional services might be: short or long term counseling, referrals to related community services, physical or occupational therapy, one-on-one time with a volunteer assistant, etc.

We are committed to doing everything we possibly can to integrate special needs students into our school.

B. Describe how your school will accommodate bilingual students.

The needs of our bilingual students will be addressed on an individual basis. Our goal is that they be fluent, literate and competent in both their native language and in English. As with all of our students, this would be discussed in the planning group with the student and his/her family, and written into his/her educational plan.

Any of our bilingual students or their family members could become foreign language mentors for other students. The school

will offer foreign language classes when a sufficient number of students are interested. ESL will be offered.

20.) Funding

A. Devise Start-up Budget covering the planning and capital expenses before school opening.

In budget A, which represents our budget if we are granted the elementary school district P.P.E., rather than the secondary regional school district P.P.E., we would secure a loan from a bank to cover these start-up costs and repay over the next five years. In budget B, which represents our budget if we are granted the secondary regional school district P.P.E., we would secure a short-term loan and repay over the first year.

B. Do you plan to conduct any fund-raising efforts to generate capital or to supplement the per pupil allocations? If so explain.

We plan to conduct fund-raising efforts to generate capital. We would like eventually to purchase land and construct our own building. We plan to begin research and grant writing for this purpose in February. We also plan to raise funds locally to defer start-up funds for the first year.

C. Using the attached template, devise a 5-year budget covering all projected sources of revenue, both public and private, and planned expenditures.

We have devised a 5-year budget based on the elementary school district P.P.E. (budget A) and a 5-year budget based on the secondary regional school district P.P.E. (budget B).^{*1}

21.) Transportation

A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school committee?

Arrangements will be made with the local school committee to transport students within the district.

B. How will students who live outside the local district be transported?

We will facilitate the coordination of carpooling to meet student transportation needs from outside the school district.

¹As per instructions from Jose' Afonso, senior policy analyst, D.O.E. on 2/13/95.

Hearthstone Hill Charter School Operating Budget A

Five Year Projection

DESCRIPTION	FY 1995	FY 1996	FY1997	FY1998	fy 1999
REVENUES					
Per Pupil Tuition Revenue	\$213,138	\$284,184	\$355,230	\$426,276	\$426,276
Student Entitlements					
Grants					
TOTAL REVENUES	\$213,138	\$284,184	\$355,230	\$426,276	\$426,276
EXPENSES					
<i>Direct Student Costs:</i>					
Transportation		\$10,000	\$10,000	\$10,000	\$10,000
Supplies (\$250 per student)	\$13,500	18,000	22,500	27,000	27,000.
Computers & Materials (\$100/student)	5,400	7,200	9,000	10,800	10,800
Field Study	2,700	3,600	4,500	5,400	5,400
Insurance Expense	5,000	8,300	9,130	10,040	11,050
Total Direct Students Cost	\$26,600.	\$47,100	\$55,130	\$63,243	\$64,250
<i>Personnel:</i>					
Director/Teacher	\$30,000	\$30,900	\$31,827	\$32,782	\$33,766
Teachers	75,000	102,250	142,818	184,603	190,141
Resource Staff/Consultants	15,000	15,750	16,550	17,380	18,250
Benefits (FICA, Medicare, Health Ins.)	29,398	36,917	48,131	59,456	60,040
Staff Development	1,500	2,000	2,500	3,000	3,500
Total Personnel	\$150,898	\$187,817	241,826	\$297,221	\$305,697
<i>Occupancy:</i>					
Rent/Renovations	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
Land and Building Purchase					
Maintenance and Repairs	2,000	2,500	3,000	3,500	4,000
Utilities	4,000	4,200	4,410	4,635	48,650
Janitorial Supplies	600	650	700	750	800
Total Occupancy	\$33,600	\$34,350	\$35,110	\$35,885	\$36,665
<i>Office:</i>					
Supplies	\$1,350	\$1,800	\$2,250	\$2,700	\$2,700
Equipment Rental/Maintenance	1,000	1,250	1,565	1,960	2,450
Telephone/Communications	1,200	1,320	1,500	1,650	1,815
Accounting and Payroll	1,200	1,250	1,300	1,350	1,400
Printing and Copying	1,000	1,125	1,250	1,500	1,500
Postage and Shipping	500	563	625	750	750
Total Office	\$6,250	\$7,308	\$8,490	\$9,910	\$10,615
<i>Loan Re-payments</i>					
Debt Service	\$500	\$500	\$500	\$500	\$500
Principal		5,500	5,500	5,500	5,500
TOTAL EXPENSES	\$217,848	\$282,575	\$346,556	\$412,259	\$423,227
EXCESS (or DEFICIENCY)	(\$4,710)	\$1,609	\$8,674	\$14,017	\$3,049
BEGINNING FUND BALANCE		(\$4,710)	(\$3,101)	\$5,573	\$19,590
ENDING FUND BALANCE	(\$4,710)	(\$3,101)	\$5,573	\$19,590	\$22,63

Hearthstone Hill Charter School Start-Up Budget A

REVENUE	Monthly Amount	Months	No.	Total
Per Pupil Revenue	\$0	1.5		\$0
Total Revenue				\$0
EXPENSES				
Salaries: Teachers	\$4,375	1.5	2	\$6,563
Rent	\$2,250	1.5		\$3375
Telephone	\$100	1.5		\$150
Utilities	\$335	1.5		\$563
Equipment/Furniture				\$540000
Marketing				\$500
Total Expenses				\$161511
EXCESS (DEFICIT)				\$161514

Hearthstone Hill Charter School Operating Budget B Five Year Projection

DESCRIPTION	FY 1995	FY 1996	FY1997	FY1998	fy 1999
REVENUES					
Per Pupil Tuition Revenue	\$386,100	\$514,800	\$643,500	\$772,200	\$772,200
Student Entitlements					
Grants					
TOTAL REVENUES	\$386,100	\$514,800	\$643,500	\$772,200	\$772,200
EXPENSES					
<i>Direct Student Costs:</i>					
Transportation	\$10,000	*\$25,000	*\$25,000	*\$25,000	*\$25,000
Supplies (\$300 per student)	16,200	21,600	27,000	32,400	32,400
Computers & Materials (\$200/student)	12,000	16,000	18,000	22,000	22,000
Field Study	6,000	8,000	10,000	12,000	14,000
Insurance Expense	7,800	8,600	9,500	12,300	13,530
Total Direct Students Cost	\$52,000.	\$79,200	\$89,500	\$103,700	\$106,930
<i>Personnel:</i>					
Office Manager	\$10,400	\$20,800	\$21,424	\$22,067	\$22,729
Custodian	10,400	10,712	11,033	11,364	11,705
Director/Teacher	35,000	36,050	37,132	38,246	39,393
Teachers	120,000	153,600	218,208	254,754	262,397
Resource Staff/Consultants	20,000	25,000	27,500	30,000	34,500
Benefits (FICA, Medicare, Health Ins.)	40,734	54,794	70,758	79,216	80,092
Staff Development	5,000	6,000	8,000	9,000	9,500
Total Personnel	\$241,534	\$306,956	\$394,055	\$444,647	\$460,316
<i>Occupancy:</i>					
Rent/Renovations	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
Land and Building Purchase		70,000	100,000	160,000	135,000
Maintenance and Repairs	2,000	2,500	3,000	3,500	4,000
Utilities	6,000	6,300	6,620	6,950	7,300
Janitorial Supplies	600	750	900	1,050	1,200
Total Occupancy	\$35,600	\$106,550	\$137,520	\$198,500	\$174,500
<i>Office:</i>					
Supplies	\$5,400	\$7,200	\$9,000	\$10,800	\$10,800
Equipment Rental/Maintenance	1,000	1,250	1,565	1,960	2,450
Telephone/Communications	3,000	3,000	3,000	3,000	3,000
Accounting and Payroll	1,200	1,500	1,875	2,350	2,930
Printing and Copying	1,000	1,150	1,250	1,500	1,500
Postage and Shipping	1,000	1,150	1,250	1,500	1,500
Total Office	\$12,600	\$15,250	\$17,940	\$21,110	\$22,180
<i>Loan Re-payments</i>					
Debt Service	\$3,000	\$2,500	\$2,500	\$2,500	\$2,500
Principal	30,000	*	*	*	*
TOTAL EXPENSES	\$373,909	\$510,456	\$641,515	\$770,457	\$766,426
EXCESS (or DEFICIENCY)	12,191	4,344	1,985	1,743	5,774

DESCRIPTION	FY 1995	FY 1996	FY1997	FY1998	fy 1999
BEGINNING FUND BALANCE		\$12,191	\$16,535	\$18,520	\$20,263
ENDING FUND BALANCE	\$12,191	\$16,535	\$18,520	\$20,263	\$26,037

Hearthstone Hill Charter School Start-Up Budget B

REVENUE	Monthly	Months	No.	Total
Per Pupil Revenue	\$0	1.5		\$0
Total Revenue				\$0
EXPENSES				
Salaries: Teachers	\$12,917	1.5	5	\$19,375
Rent	\$2,250	1.5		\$3,375
Telephone	\$250	1.5		\$375
Utilities	\$500	1.5		\$750
Equipment/Furniture				\$54,000
Marketing				\$500
Total Expenses				\$29,175
EXCESS (DEFICIT)				\$29,175

Hearthstone Hill Charter School Five Year Budget: FY95 to FY99 A

Key Variables:	FY95	FY96	FY97	FY98	FY99
Number of Students(FTE):	54.00	72.00	90.00	108.00	108.00
Number of Teachers:	3.00	4.00	5.50	7.00	7.00
Number of Director/Teachers:	1.00	1.00	1.00	1.00	1.00
Number of Support Staff:	1.00	1.25	1.33	1.5	1.75
Students per Teacher:	13.5-1	14.4-1	13.85-1	13.5-1	13.5-1
Salary: Teacher:	\$25,000	\$25,750	\$25,523	\$26,319	\$27,109
Salary: Director:	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Payment per Student:	\$3,947	\$3,947	\$3,947	\$3,947	\$3,947
Annual Real Growth in Salary:		3.00%	3.00%	3.00%	3.00%
Interest Rate:	10.00%	10.00%	10.00%	10.00%	10.00%
Health Benefit per Teacher:	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
FICA-Benefit (% total salary):	7.50%	7.50%	7.50%	7.50%	7.50%
Medicare (% total salary):	1.45%	1.45%	1.45%	1.45%	1.45%
Transportation costs:		lease/van	lease/van	lease/van	lease/van
Short-term Loan for:	Start-up costs				

C. If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?

We do not plan to implement an extended day or extended year program.

22.) Liability and Insurance:

A. Describe your school's insurance coverage plans, including health, general liability, property and Director's and Officer's liability coverage.

We have contacted Bruce Thompson, a consultant on school insurance and a representative of the Sampson Insurance Agency, Inc., P.O. Box 850993, Braintree, Mass. 02185-0993 (tel. 800-585-1905). The following is a summary based on a review of the projected insurance needs of the Hearthstone Hill Charter School as quoted by Mr. Thompson:

Property:	\$1000
General Liability:	\$1500
Student Accident:	\$1000
Director's and Officers Liability:	\$1500
Total:	\$5000

We will provide health insurance coverage for staff by offering them a choice between a major medical/HMO plan or an alternative provider's plan.

B. To demonstrate the safety and structural soundness of the school, please submit written documentation of:

* Inspection by a local building inspector

We have contacted the local building inspector, Victor Staley, at Franklin County Cooperative Inspection. He is familiar with the building we will be renting and has said that he sees no major problems in the use of this building as a school; however, until the final plans for modifications and renovations are completed, he can not provide written documentation.

- * Inspection by local Fire Department;
- * Approval under M.G.L. c. 148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school;
- * Compliance with all other federal and state health and safety laws and regulations.

- courses taught at the school;
- * Compliance with all other federal and state health and safety laws and regulations.

We will submit documentation of these requirements as soon as renovations and inspections have been completed.

23.) Governance Documents:

Submission of copies of the school's by-laws, contracts and all incorporation documents required by law.

Please see Appendix 23 for copies of the school's by-laws, letter of intent for lease contract and the school's incorporation papers.

February 12, 1995

Dear Ms. Piedad F. Robertson,

We are writing a letter of support for the Heathstone Hill Charter School by our own choice and not by an Assignment. We are going to write the differences of The Amherst Regional Junior High School (A.R.J.H) and the Heathstone Hill Charter School (H.H.C.S).

ARJH - Grades are based on how good you are academically and not how good you are at effort.

H.H.C.S - Grades are not kept judgments are not made as much and if they are they are because of effort.

A.R.J.H - There are tests that don't tell how much you have learned but by how good you are at written tests.

H.H.C.S - There are tests that tell you how much you have learned. There are people that graduated from

Hanvud That can't get a good job because they have just learned to take tests.

A.R.J.H- There is a 30 minute break that just gives you enough time to eat.

H.H.C.S- There is a 60 minute lunch break which gives you enough time to eat Plus get mentally and physically ready for your next class.

A.R.J.H- The Dean has so many kids to deal with that he can't get to the bottom of each case

H.H.C.S- with about 50 students all of the problems can be dealt with fully and democratically.

A.R.J.H- You aren't responsible for the school the staff make all the decisions.

H.H.C.S - The school doesn't own you, you own part of the school and it feels like a second home to you.

A.R.J.H - There is no trust and people don't know you for what you really are, your guilty until proven innocent.

H.H.C.S - There is lots of trust there is a democratic system based on America.

A.R.J.H - There is homework that doesn't help you at all and that your parents don't like.

H.H.C.S - you can choose to do things at home if you want like this letter but if you think the homework doesn't do any good you don't have to do it.

A.R.J.H- There are NO choices on what classes you take except for electives.

H.H.C.S- choices of which classes and clusters you want to go to and for how long. you get to make up what the classes and clusters are

A.R.J.H- you only work with your own age group.

H.H.C.S- you get to work with a mixed age group grades 7-12. The older can tutor the younger kids and learn teaching skills from it.

A.R.J.H- Courses on things that you are not interested in and probably will never use in real life. There not helping us learn there making us learn.

H.H.C.S - courses that kids are interested in and decide on, They might use it for their profession

A.R.J.H - There is no equality, the teachers are the rulers and the students are the slaves.

H.H.C.S - The students and the Teachers have equal votes on issues that arent crucial.

A.R.J.H - Parents don't have much involvement with the school

H.H.C.S - Parents help teach about there occupation and are directly involved with the school.

A.R.J.H - The students have no relationship with there teacher They basically know there name and there policies

H.H.C.S - There is a direct relationship with the teachers you will know there Family and there personal life.

All of this builds up to a second home, a comfortable environment, and it's like a home school with qualified teachers. Please give us a chance to prove ourselves, I know we can do it! Give the Hearthstone Hill Charter School a chance.

Sincerely,

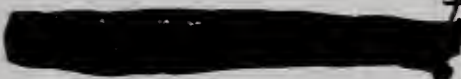
Ben Smith	Just Lee
(Ben Smith)	(Quinn Keen)
7th Grade	7th grade
A.R.J.H.)	A.R.J.H.)

LETTER OF SUPPORT FOR HEARTHSTONE HILL CHARTER SCHOOL

Dear Ms. Robertson -

I am a sixteen year old junior at the Ashurst Regional High School. I am a musician, photographer, and portrayer of my personal creativity. When told about the proposal of the Hearthstone Hill charter school, I felt that for a change the public school systems would be made to fit the student, instead of the student molding to the restrictive system.

I came to a realization a couple of years ago of who I was, what I was going to do, and where my path of life would take me. With this knowledge of inner-self, I was ready to expand my knowledge of these creative talents. With the work load that my high school demands, I was forced to put these talents, and interests on the back burner. This knowledge of my creativity, and various forms of expression still captivate my mind and spirit; but I am too busy getting this standardized knowledge shoved down my throat to fully engulf my mind and soul into my talents.

The Hearthstone Hill charter school offers me, and other students  ^{the} opportunity to design a curriculum based on these talents, and interests. I am forced to develop pictures until 2:00 am in the morning, because I was developing someone else's concept of what I should learn to succeed in this Rat Race. Instead of fulfilling this mold that someone created, I could be fulfilling my mold, my talents that,

know are my callings in life. Everyone in this world has a special skill, or talent; the problem is that the present school systems restrict these outlets of creative expressions. Hearthstone Hill offers an alternative path of knowledge, for those of us who find obstacles, and walls in our present path of learning.

We must stop and look at the Education System. If there was a curriculum based around the students desires and talents, the motivation wouldn't be a problem. I look around my town and see frustrated students forced to cram their creative expressions into this standard of learning that is so oppressive to our talents. I ask you Mr. Robertson, to recognize the need, and hope for this school. Those of us who don't want to fitⁱⁿ this mold are crying out for help; all we ask is for an opportunity to gain knowledge in areas of true personal interest. My creative expressions are an animal trapped in a cage, waiting to be set free on the day of graduation from Amherst Regional High School. Thank You for your time and consideration.

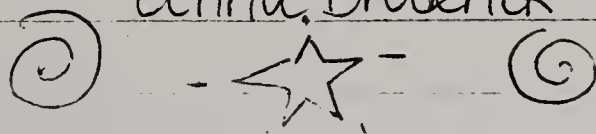
Sincerely: Jesse Haltern
JESSE HALTERN

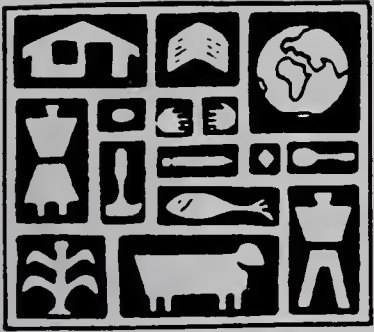
02/13/95

Dear Ms. Robertson,

I think that it's very important to enjoy school and learn things you will need to know for your future job situations. I don't think public schools give you enough varieties of skills for practicing and preparing for what you need to live. WE NEED SCHOOLS THAT ARE STUDENT DIRECTED. We Don't need schools that have only History, English, Science, Math, Foreign Language, Physical Education, Health and maybe Art for short periods of time where you cram in Tons of Lecturing Then you go home and do lots and lots of homework on subjects your not interested in so you don't understand them as well as you should. If we're allowed to spend more time on fewer subjects we can probably learn them quicker and remember them better and go on to as many levels as we feel like doing. Plus have time to socialize and make new friends and even get to know teachers better. My social life is terrible. I invite friends over when I have spare time (which is very rare) And my friend says she has an enormous science Project shes working on. I've never seen her ~~outside~~ outside of school ^{before}. The only friends I can get together with are the ones who don't go to school! I'm hoping that this school will exist next year otherwise I'm definately going to be homeschooled. I'm never going to put my foot into the Greenfield Highschool after June 1995 ever again.

© Sincerely yours ©
Anna Broderick





CENTER FOR INTERNATIONAL EDUCATION

Hills House South
University of Massachusetts
Amherst, Mass. 01003—U.S.A

Tel: 413-545-0465/4178

Fax: 413-545-1263

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

This is a letter of support from the Global Horizons Program for the proposed Hearthstone Hill Charter School for Grades 7-12. The Global Horizons Program is funded by the Bay State Skills Corporation and is located at the Center for International Education at the University of Massachusetts at Amherst. The program seeks to assist educators in Western Massachusetts in implementing global education into their curriculums. The program encourages school staff to critically assess international issues and events and to work together in creating interdisciplinary classroom activities that will help students appreciate the complexity and diversity of an interdependent world. The program hopes to sensitize teachers and other school personnel to the importance and relevance of global education, and to the impact of specific issues on their local community.

The goals of the Global Horizons program are clearly supported by those of the Hearthstone Hill School. Global education recognizes that our world is continuously changing in different and unique ways and that these changes require more of our students today than ever before. It adapts curricula to include the learning of new and necessary skills required in our evolving world. It emphasizes the interconnectedness and interdependence of all people and cultures. These perspectives and skills become more and more critical for our students. The Hearthstone Hill school's emphasis on critical thinking, on thematic interdisciplinary studies, on promoting multi-cultural awareness, on the development of sustainable living skills, on democratic school governance by students and staff, on the empowerment of students to exercise self-determination and responsibility, and on the involvement of the community, show a philosophy which will produce citizens capable of understanding, respecting and acting in our complex, changing and interconnected world.

We at the Global Horizons program would like to offer our whole-hearted support to the Hearthstone Hill School. We look forward to exploring opportunities for collaborative partnerships with Hearthstone Hill in the near future.

Sincerely,

Dr. Habana-Hafner
Dr. Habana-Hafner, Adjunct Faculty



UNIVERSITY OF MASSACHUSETTS
AMHERST

University Without Walls

Montague House
Box 35610
Amherst, MA 01003-5610

February 14, 1995

To Whom It May Concern:

It is my pleasure to write a letter of support for the Hearthstone Hill Charter School. As a parent of a fourth grader, as a member of the Shutesbury School Committee for nine years (1985-1994), and as a member of the Massachusetts Commission on the Common Core of Learning, I am acutely aware of the need for innovative secondary schools in our area, and I wholeheartedly endorse Hearthstone Hill's attempt to provide new opportunities for children coming out of Union #28 elementary schools.

The children of Shutesbury and the other hilltowns in the area go to outstanding elementary schools which, in many ways, share a philosophy of education that is integrative, interdisciplinary, and collaborative. Unfortunately, these children then go to regional junior high schools and high schools that are little different from the secondary schools I went to more than 30 years ago! Knowledge is fragmented, parceled out in 50-minute periods punctuated by bells and blaring intercom announcements. There is little effort on the part of these schools to connect subject matter to students' real lives or to address their most immediate concerns. Because students have little choice in what or how they learn in these secondary schools, they assume little responsibility for their own learning, though they often become quite adept at figuring out what the teacher wants. In these "traditional" secondary schools children acquire information, to be sure, but they also learn many things we don't intend to teach them:

- that knowledge consists of discrete packets of data
- that the schedule is more important than the learning
- that knowledge need not have personal relevance
- that teachers need not care about the knowledge they are responsible for passing on

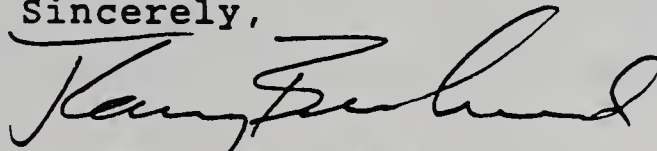
My older daughter came out of the sixth grade from the Shutesbury Elementary School well on her way to becoming a self-directed learner. Her eyes were wide with wonder, and she was eager to know. In only one year at the Amherst-Pelham Junior High School she discovered that in junior high education was more about obeying and following a schedule than about knowing and understanding. She still wanted to

know, but in a very short time school and learning began to part company.

In our deliberations on the Common Core Commission in 1993-1994 we often wondered how the "Working and Contributing" competencies we included in the Core would be addressed in the public schools. Indeed, there is little opportunity for children to "set goals and achieve them" in many schools because their goals are usually set for them. It is difficult for children to "accept responsibility for their own behavior and actions" because they are never allowed to assume responsibility in school.

The Hearthstone Hill School is dedicated to helping young people acquire all the competencies in the Common Core of Learning through a process that fosters exploration and discovery and creates partnerships between family, school and community. It is important that this alternative charter school be created for the communities served by the Union #28 elementary schools--not only for the young people who attend Hearthstone but also for the impact this school can have on the traditional secondary schools in the area. Hearthstone will be a model of a more inclusive, more collaborative approach to secondary education, and the very existence of such a model "next door" will encourage a rethinking of what our children currently experience in traditional secondary schools.

Sincerely,

A handwritten signature in cursive script, appearing to read "J. Gary Bernhard".

J. Gary Bernhard
Director, University Without Walls
Parent and Shutesbury Resident



SIRIUS

Baker Rd., Shutesbury, MA 01072
Tel. (413) 259-1251

February 13, 1995

PIEDAD F. ROBERTSON, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Mass. 02108

Dear Ms. Robertson,

The Sirius Community is very pleased about the intent of Hearthstone Hill Charter School, Inc. to be situated in our neighborhood. We are very interested in the fact that a significant focus of the school will be on sustainability.

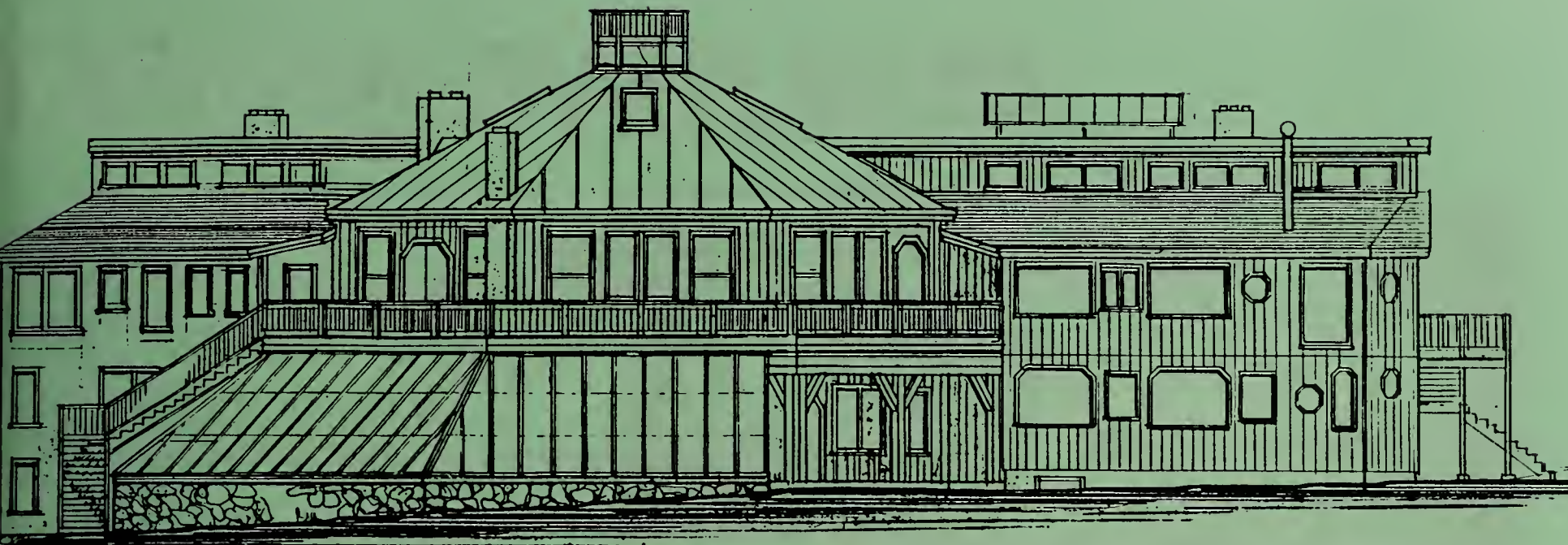
Sirius, a non-profit educational corporation situated on 94 acres of land in Shutesbury, is also a demonstration center for a community way of life based on principles of respect for the individual, cooperation with nature and all of life, and living our lives with an integrity that recognises we are all in a process of growth, and every experience in life offers valuable lessons.

Sirius is also demonstrating ways of living that are more ecologically in harmony with the earth, including organic, pesticide-free food production, recycling of "waste" materials, using composting toilets and living a more non-polluting, less consumptive lifestyle.

Sirius staff members are exploring ways that our resources can be used in alignment with this innovative charter school project.

Sincerely,

Earl Loftfield, for
Sirius Community



Drawing by Henry Maclean, Architect

SUSTAINABLE DEVELOPMENT AT SIRIUS: TOWARDS AN ECOLOGICAL VILLAGE

By Corinne McLaughlin

Founded in 1978 as a non-profit educational corporation in western Massachusetts, Sirius is developing into a human scale ecological village, building in harmony with the natural eco-system and honoring all life. Built on land sacred to three tribes of Native Americans who had ceremonial lodges here, Sirius continues the tradition of spiritual custodianship of its 93 acres.

With a staff of 25 members plus their families, Sirius has inspired thousands of visitors over the years with its demonstration of a cooperative, ecological way of life in tune with the cycles of nature. Educational programs on practical skills such as organic gardening, solar building, weaving, and photovoltaic cell construction, as well as innovative approaches to social and personal change have been offered to the public for many years. Sirius also celebrates the festivals of nature, such as Winter Solstice and May Day, and offers regular sweatlodge ceremonies and vision quests, and a nature camp for children. There are many wooded trails for walking (or skiing in the winter), and a pond for swimming in the summer.

SUSTAINABILITY RESEARCH AND DEVELOPMENT

Sirius is an important research and development center for the region,

experimenting with innovative, energy efficient technologies, affordable housing, and sustainable, organic food production. Both technology and the environment are honored, as there are computers and fax machines as well as organic gardens and composting toilets. A recent study of the center, funded by the U.S. Environmental Protection Agency through Tufts University, is being directed by architect Henry Maclean, to research sustainable development at Sirius. It is one of the only centers in the Northeast open to the public for visits and extended stays to learn these new approaches. An inspirational Journal regularly reports on Sirius' work.

Sustainable development at Sirius takes a whole-systems, long-term approach to current development, studying future impact, interconnections and feedback loops in all areas to preserve and create clean, healthy water, air and soil. Agriculture, housing, energy, employment, and transportation are not seen as isolated issues, but as overlapping issues requiring integrated strategies. Material processes are designed to be cyclical, reducing waste and pollution, as outputs from one system are assimilated as inputs into another. Depletion of natural resources is thus minimized. All development is along lines that are healthy for both humans and the environment. Sustainability is viewed as care, not only of the natural world—stones, plants, and animals—but also a deep sensitivity to human physical, emotional and spiritual needs.

Reverence for all life is a keynote of Sirius.

SOLAR CONFERENCE CENTER

A dynamic synthesis of ecological ideals and fine heartfelt craftsmanship, the Conference Center at Sirius is a 12,000 square foot passive solar building with a two-story central octagon and two flanking wings. The Center can host up to 130 people for conferences, drama, dance, concerts and regional gatherings, and can accommodate 24 visitors and staff overnight. It was designed by staff member Bruce Davidson with architect Henry MacLean, structural engineer Bob Jennings, timber framer Andy Ignani and draftsman Alex Morse, as well as other Sirius staff. Modified post and beam construction with 30 foot timber frame roof trusses incorporates ancient and modern building practices. All timber frames are exposed for aesthetic appeal. The octagon shaped meeting hall with trusses and rooftop skylights provides a dramatic, inspiring effect that enhances the spirit of creative expression.

A large dining room will serve up to 130 people. There will be an attached greenhouse, commercial kitchen, bakery, root cellar for food storage, childcare room, cooperative bulk foods store, and sun decks.

Living quarters in the two wings are complete, but work still remains on the main kitchen in the west wing and the interior of the central octagon. Built with much

(continued next page)

BUILDING AN ECO



The Community Center combines ecological ideas and heartfelt craftsmanship.

(continued from previous page)

recycled materials and volunteer labor, the building will cost only \$280,000, although its estimated worth will be over \$1,000,000.

ECOLOGICAL SITE PLANNING

Sirius has planned all building sites to be in harmony with the ecological features of its 93 acres, enhancing its natural beauty. Called by the Chinese *Feng Shui*, this approach chooses a site where the building can blend with the woods and rocks, where the least amount of alteration to the living landscape is needed, where there is ample southern exposure for solar gain, and good drainage. A stone retreat house was built half underground on the back of the land, with abundant solar exposure, to offer a place for inspiration, quiet reflection and renewal. Wetlands have been preserved and areas set aside as a wildlife sanctuary.

RENEWABLE ENERGY AND RESOURCE EFFICIENCY

Trees donated by neighbors have been cut down and milled for building projects. Ninety percent of the wood has been milled from local timber resulting in reduced transportation and ecological impact. Super insulation, with R-40 ceilings and R-28 walls, results in fuel costs of only 12 cords of wood/year for the 12,000 square foot Conference Center. Operable, thermapane low E windows were installed in some areas to further reduce energy costs.

All water comes from several deep wells (200-250 ft.), located by staff through dowsing techniques. In some buildings, water is conserved by the use of low flow showers and toilets and energy efficient "on demand" gas water heaters, avoiding wasteful storage of hot water. Compact fluorescent lighting fixtures have been installed to reduce energy costs. Handmade, attractive insulated curtains with thermal backing cover windows to reduce heat loss. Land, buildings, tools and machines are shared by staff, thus reducing consumption of the earth's resources.

In addition to passive solar designs with southern exposure and brick, stones and tile to store the sun's energy, most buildings are also heated with wood from the land, at one cord per acre sustainable harvest. Only dead trees are used for firewood, helping to maintain the forest and avoid fires. A 10 kilowatt Jacob's wind generator was donated to Sirius that needs repair. Future plans are to connect it with the Conference Center energy system and interface with the regional energy grid, funneling any excess energy from the generator back to the electric company.

HEALTHY BUILDING MATERIALS

Close attention has been paid to building with environmentally safe materials to eliminate ninety percent of toxic materials in the traditional construction process. Low

toxicity paints, floor and exterior wood finishes are used, and blown-in cellulose, made from recycled low toxicity newspapers instead of standard fiberglass insulation, are used at the Conference Center. There is minimum use of wood laminants such as plywood. Fresh air supply (20 cfm/person) through air to air heat recovery ventilation systems will be used in the Conference Center, as well as ducted air supply to wood stoves and gas furnaces.

SOLAR ENERGY

All buildings have been built with a passive solar design that has large windows on the south side, with extra tile and brick for storing the sun's energy. Passive solar and solar tempered design provides 35% of space heating. An active solar hot water system at the Conference Center utilizes rooftop panels filled with water and anti-freeze which is stored in a 115 gallon tank. This saves about 200 gallons of propane annually. A solar greenhouse powered by photovoltaic cells, equipped with rock storage, air ducting and back-up wood stove will be built on the south side of the Conference Center. Photovoltaic cells for running a water pump and fan for heat from a woodstove have been installed in another greenhouse assembled on a new garden site near the orchard.

RECYCLING

Recycled building materials, such as hardwood timbers from old barns, windows, sinks and bathtubs have been used in construction projects. Donated furniture and clothing is put to good use by staff members. Bottles, cans, plastic, and paper are all recycled.

COMPOSTING TOILETS

Composting toilets recycle waste for use as orchard fertilizer and save tremendous amounts of water, costly sewer treatment, and leach field construction. Composting toilets designed by staff member Bruce Davidson have been installed in the Confer-

(continued on next page)

OGICAL VILLAGE

(continued from previous page)

ence Center and the Long House woodworking shop. Davidson has conducted seminars on their design for officials of a nearby town.

COMMUNITY SUPPORTED AGRICULTURE

Community Supported Agriculture (CSA) supports the local economy and puts farmland to its best use, demonstrating good stewardship and organic principles. Food production is of the highest quality and freshness, free of chemical residues. Sirius' sustainable agricultural project has expanded to include a 1/2 acre garden in the center of the community, 1/4 acre at the new greenhouse site, and an additional acre in cultivation at a beautiful farm nearby. There is also a 70 foot greenhouse and an organic orchard with over 30 trees (funded by the State Fruition project). Cool weather crops are grown at Sirius and warm weather crops at the farm, as well as herbs and flowers in both locations. Chickens are also raised for eggs.

Companion planting and intensive, raised bed methods are used. Nitrogen-fixing shrubs are planted as companions in the orchard, and chickens roam freely to help fertilize it. A toad pond in the main garden balances the insect population. Cover crops build up the soil during the winter.

Herbs, winter squash and root vegetables are stored in a new root cellar. Other vegetables are canned or frozen for winter use. Herbs are dried in a homemade solar drier



Derek Fowler caring for plant 'starts' at the new greenhouse.

and in the farmhouse attic. Additional produce is sold at a local farmers' market.

Kitchen waste, weeds, grass, leaves and manure are composted at three sites on the land to provide organic fertilizer. Rock dusts are added to the soil for additional minerals and to help soil texture. Hay and leaves are used for mulching to suppress weeds and conserve moisture and extend earthworm activity. Hundreds of visitors have learned a great deal from their gardening experiences at Sirius over the years—preparing the soil, planting, weeding, composting and harvesting.

One full-time and three part-time gardeners produce enough vegetables and herbs to meet the needs of the 25 subscribers at a cost competitive with supermarket prices (\$25/month). Produce is harvested and available in a cooler for subscribers to collect whenever convenient.

Linda Reimer, Garden Coordinator at Sirius for 15 years, was trained at internationally famous Findhorn Foundation in Scotland. Through a University of Massachusetts program, organic gardening classes are offered at Sirius, as well as workshops with Miranda Smith, greenhouse expert and author of *Greenhouse Gardening* and *The Organic Food Gardener*, and with Dorothy Maclean, co-founder of Findhorn Foundation. Michael Murphy is Farm Coordinator at Sirius.

Respect for all life is an important part of Sirius' approach to gardening. Plants are treated with great love and care, and tools are lovingly cleaned and oiled. Visitors find the gardens radiant with peace and beauty, and working with the earth as a wonderfully healing experience. Benches for quiet reflection overlook each garden, with a sign at one saying, "One is nearer God's heart in a garden than anywhere else on earth."

BUILDING/ GARDENING APPRENTICESHIPS

Professional builders and gardeners offer apprentices an opportunity to learn practical skills through experientially-based hands-on programs. Building apprentices receive room and board in exchange for their work, and gardeners pay a minimum charge. The international apprentice program has included participants from India, England, Scotland, Switzerland, France, Australia, and



Linda Reimer at work in the organic garden.

(continued on next page)



Bruce Davidson with donated timber for building.

(continued from previous page)

SHARED VEGETARIAN MEALS

Wholesome lunches and dinners are served in the farmhouse dining room for staff and visitors. Sirius staff take turn preparing delicious meals, proportionate to the number of meals they eat communally. Organic vegetables from the garden and healthy whole grains and proteins from a shared bulk food buying co-op are served. These communally prepared meals help reduce labor and energy costs, and are more efficient and enjoyable.

RIGHT LIVELIHOOD AND LIVING LIGHTLY ON THE EARTH

Making a livelihood from work that is ecologically sustainable and supportive of personal values is of great concern to Sirius staff. Work at Sirius is regarded as "love in action" and work projects begin with a moment of silence to invoke a spirit of harmony and creativity and to affirm the highest good for all. Building materials and tools are treated with respect and caring.

Staff members Michael Murphy and Cindy Pauley spearheaded a local initiative to ban styrofoam and bring awareness to a proposed gas pipeline, supporting renewable energy instead. Staff member Gordon Davidson was a co-creator of the Valdez Principles (a corporate environmental code of conduct), former Director of the Coalition for Environmentally Responsible Economies, and is currently Vice-President of Ally International, an environmental equipment leasing company.

WELLNESS AND PREVENTIVE HEALTH

Sirius members have successfully relied on wholistic approaches for increasing health and vitality for many years. Herbal remedies, homeopathy, chiropractic, acupuncture, therapeutic massage, as well as fresh air, healthy food and regular exercise have been important to their remarkable well-being. A wholistic counselor and two nurses are on Sirius' staff. Construction on a Wellness Education Center at Sirius, with meeting and treatment rooms, has been recently begun.

CONFERENCES AT SIRIUS

A number of environmentally related groups have held conferences here, inspired by the ecological features of the community: New England Energy Association; The Other Economic Summit; The New England Greens; Sustainable Development and Regional Planning; Fellowship of Intentional Communities; Boston Co-Housing; and Sustainable Rural Development with Pliny Fisk and Andrew Euston of the U.S. Department of Housing.

MEDIA REPORTS

Articles on Sirius in *The New York Times*, *The Wall Street Journal*, *Esquire*, *USA Today*, *The Boston Globe*, and others have reported favorably on its growth and development. *The Times* reported a town official saying Sirius was "well accepted because they're good neighbors"—an important aspect of sustainability. A best-selling book on sustainable intentional communities around the country, *Builders of the Dawn*, by Sirius co-founders Corinne McLaughlin and Gordon Davidson, has inspired many thousands of people with a workable, positive vision for a sustainable future. Sirius welcomes visitors—please write or call:

Sirius Community
Baker Rd.
Shutesbury MA 01072
(413) 259-1251

□ No Nitrate Build-up, Pests or Mildew

The animals' contribution of CO₂ also has solved a problem that plagues many growers of salad greens in winter: nitrates. Normally, in summer, the CO₂ level outdoors measures about 350 parts per million (ppm). In a winter greenhouse, this falls to 100 ppm. In Anna's greenhouse, winter levels are a whopping 1500 ppm. These high CO₂ levels reduce the tendency of plants to accumulate nitrates, as proven by tissue tests of leafy greens taken from Anna's greenhouse on the darkest days of winter. (The high CO₂ levels increase the metabolism of nitrate-nitrogen into protein-nitrogen.)

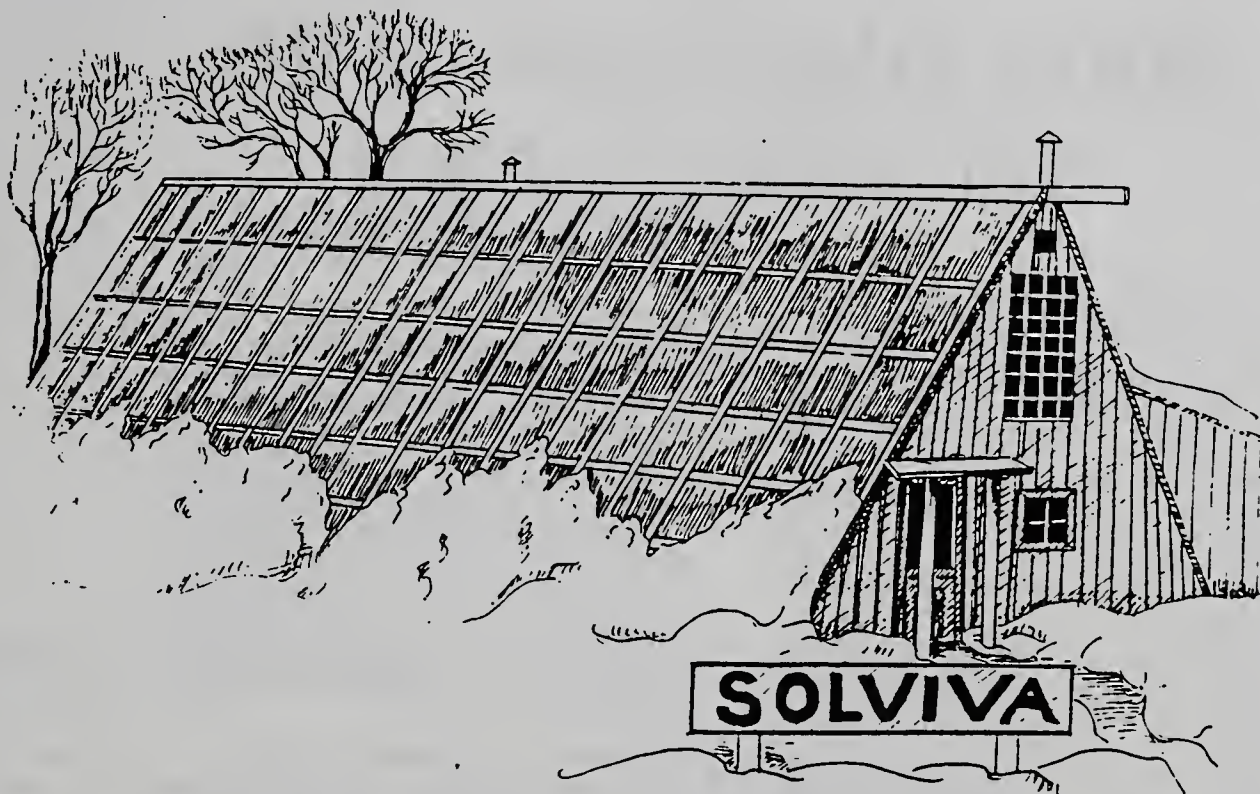
Anna uses no chemicals for pest control. "I realized that when I sprayed hot pepper or garlic mixtures, I was spraying beneficials, too. Then I started spraying individual aphids. Finally I decided, to heck with this. Now I try to build a balanced, harmonic ecosystem where the beneficial insects can do their work. High compost soil is the placenta," she explains. "The flowers are a biological island for beneficials, a place where they can find food. I order [the beneficials] a few times a year."

Mildew is not a problem. Air circulates naturally as it changes temperature, rising and falling, controlling mildew in most situations. Air circulation from the down-draft fans controls mildew under more extreme weather conditions.

□ Multi-Level Growing

Multi-level growing enables Anna to maximize production. Nine growing levels are connected through a system of wheels and pulleys. Germination takes place on the warmer top levels, then plants are rotated down, level by level, until harvest. This method makes the most efficient use of cubic footage, more than doubling her original growing space. She has mechanized seeding, plug removal and similar growing operations, and now has moved on to designing and building a cooling/washing/drainage/packing system.

Solviva not only is a working operation on its own, but also a prototype which Anna hopes to clone for other interested growers around the country. "I used to sell blueprints and consulting services," explains Anna, "but people insisted on making changes. Architects and engineers, particularly, wouldn't listen to what I was telling them. Invariably, these changes reduced the ability of the system to function in a harmonic way."



Even at zero degrees and with a good wind, the air temperature in the Solviva greenhouse never dips below 44 degrees, and the soil temperature is an even 58 degrees.

Illustration by Sue Szwed.

□ Turn-key Solviva Greenhouses Available

"Now, ideally, I want to supply a ready-made product. It can be assembled, built, seeded and planted in six weeks. It is a complete, economically and ecologically responsible operation that is the equivalent of a 10,000 square foot garden. It can produce 28,000 pounds of salad greens a year with an estimated gross of \$250,000 for about 8,000 to 10,000 people-hours of work. The cost is \$100,000." The product is available as either a free-standing greenhouse or a solar-dynamic bio-benign home design with integrated greenhouse.

Anna lectures widely, not only providing insight into her growing systems but also encouraging others to experiment. "You have to keep flapping those wings," she insists. "Eventually, a good idea will take off. You must keep your vision in sight

or you will be a traitor to your own cause. You must plow through no matter what it takes once you get confirmation that you're on the right cosmic track. You'll know when that happens. It's like you've gotten a little pat on the back from God." □

About the author: Ellie MacDougall raises chickens and herbs at Blue Sky Farm in Wells. She is a frequent contributor to The MOF&G.



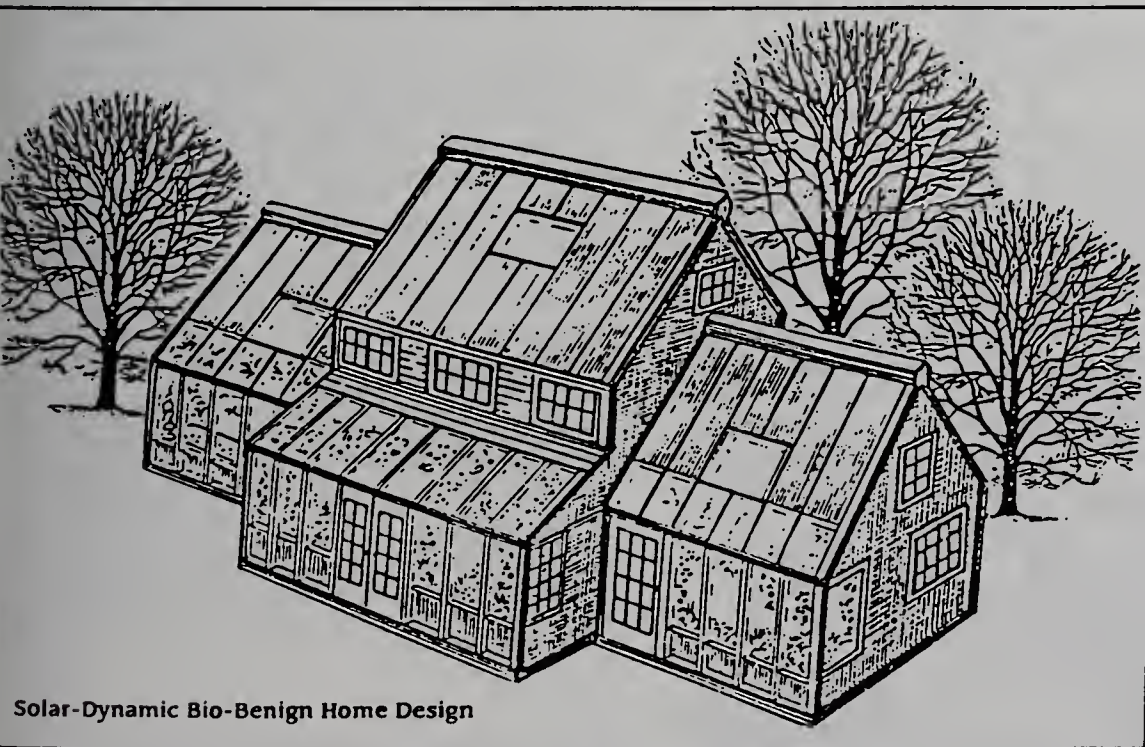
Solviva Greenhouse Needs a New Management Team

"After five years of doing everything, I've finally realized that I have to focus on what I do best," Anna Edey explained. "My passion and my skills lie in solar energy — developing year-round growing methods and non-polluting waste management systems."

"I've accepted now that I can't be side-tracked managing the greenhouse. I want to concentrate instead on developing Solviva Institute as a visible and experiential focus for people."

To free herself to accomplish her goals, Anna is searching for the right two-person team to manage her greenhouse. Obviously, management skills are critical, as are an appreciation of the principles by which the greenhouse functions, a firm knowledge of organic methodology and systems, lack of fear of working long hours, a dedication to producing the highest quality produce and a healthy degree of flexibility, curiosity and positive energy.

If you'd like to contact Anna about this unique opportunity, please write to her at Solviva, Box 582 RFD, Vineyard Haven, MA 02568, or call her at 508-693-3341.



Solar-Dynamic Bio-Benign Home Design

Anna Edey's concept for an integrated greenhouse and home.

Illustration from Solviva.

Anna Edey Grows with Nature at Solviva

BY ELLIE MACDOUGALL

On an icy winter morning, Anna Edey's greenhouse is flush with the sweet green aroma of spring. Salad greens bask in the sun. Rabbits and chickens shuffle about contentedly. Ladybugs hunt for their breakfast. It is an oasis, an organically integrated system, a dream that's evolved into reality. She named it "Solviva." And, best of all, she wants to share it.

The idea of Solviva began in February of 1979, when gases in Anna Edey's airtight woodstove ignited and exploded, burning her home on Martha's Vineyard to the ground. She lost almost everything, but for Anna this disaster evolved into a purifying experience. "I got extra clear on what I wanted to do with my life," she explained. "I awakened to the catastrophic route we had been taking on this planet. I found interesting looking solutions. I began changing how I lived — and started my second life."

□ Fresh Tomatoes Year Round

In 1980, Anna began rebuilding her house in a most unorthodox way. In her meditations, she saw visions of how to design and build all of the major systems, including a 400-square-foot indoor garden, and she stuck to it despite intense criticism. "It worked better than in my wildest imagination," Anna said. "We were eating fresh tomatoes in the middle of winter." Within a few

years, she was picking fruit from four-year-old vines with stems as thick as her wrist, something experts had said was impossible because of low winter light levels. "I felt temperature was the critical factor," said Anna.

Formerly a weaver with live-in apprentices, Anna's focus shifted to solar design and organic management. She began to experiment. One breakthrough came when her mother sent her an article about a nurseryman in Oregon who, to cut high heating costs that were jeopardizing his business, traded in his oil furnace and replaced it with 450 rabbits. He saved \$1000 in oil bills and paid out just \$250 for rabbit feed. Joked her mother, "Do you think Vineyard rabbits would work as well?"

□ Two Hundred Salads a Day

Nine months later, Anna had built her 3300 square foot "solar-dynamic bio-benign greenhouse," a home for both plants and animals that was capable of providing food all year. She was unsure of precisely how to make a living by year-round farming, but was convinced that it must be possible.

In 1984, Anna began selling mesclun grown in her greenhouse during the winter and grossed \$16.00 to \$18.00 a pound. California growers caught on and undercut her price within two years, but Anna kept experimenting to find ways to produce her winter greens more efficiently

while maintaining the highest possible quality. She now harvests 30 to 50 varieties of herbs, edible flowers and greens leaf-by-leaf for an average of more than 200 generously sized salad servings daily, all year.

□ Heating with Animals and Water

Solviva is as much a work of art as a functionally integrated system. Only four thin layers of clear polyester glazing protects this biome from the elements. It includes a 600-gallon pool at the center, surrounded by garden benches and trellised tomatoes. Not only does the pool create an oasis atmosphere, it is part of a heat sink of more than 4,000 gallons of water in passive and circulating systems that provide the equivalent warmth of two kerosene heaters.

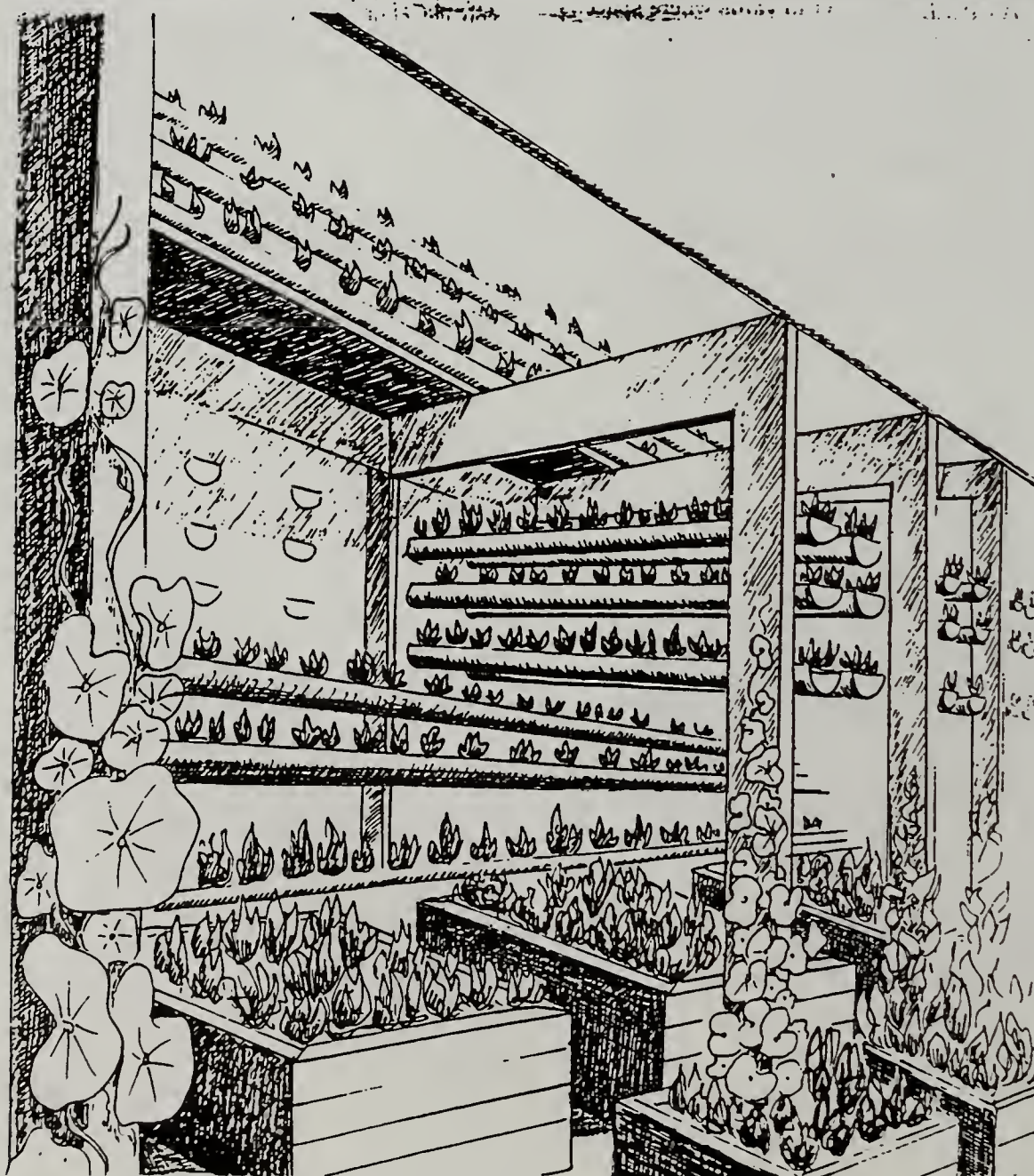
Six inches of fiberglass insulation on the north, west and east walls holds the heat on winter nights. A ridge ventilation system automatically cools the greenhouse without fans, no matter what the wind direction. Photovoltaic panels power lights, downdraft ceiling fans to control mildew, and a pump that moves warm water from the pool through black pipe strung along the greenhouse catwalk, diffusing heat throughout the greenhouse.

One hundred laying hens and 30 Angora rabbits each produce about eight BTUs an hour per pound, saving the equivalent of 2 1/2 gallons of fuel oil per animal per heating season. They also produce eggs, fleece, compost and carbon dioxide that is a boon to plant growth. A solar powered fan draws air from the animals' living quarters into a series of perforated pipes beneath the growing beds, and the carbon dioxide produced by the animals' respiration is absorbed by the plants as it's released into the air. Ammonia from the animal manure is absorbed by carbon, then ducted into a low nitrogen, high leaf mold earth filter, where it is converted by microbes to other forms of nitrogen and eventually fertilizes the plants.

On an average night when it's zero outside with a strong wind, the air temperature in the chickens' quarters is 72 degrees, 55 degrees in the rabbits' rooms and 45 degrees in the plant area. Soil temperature is an even 58 degrees. Deep bedding litter allows Anna not only to provide a healthy environment for the animals, but also to regulate the temperature by using water to speed or retard composting action and, as a result, heat output.

A vertical system of tubes connected by lines and pulleys has more than doubled the growing space inside Solviva. Germination takes place on the top levels, and plants are rotated down as they grow. The system is designed to eliminate shading problems.

Illustration by Sue Szew



March 19, 1992

Dinosaur Design

To the Editor:

The current expansion and renovation plan for the Martha's Vineyard Regional High School calls for increasing the burning of fuel oil from 40,000 to an estimated 80,000 gallons per year. There are numerous serious problems with this, such as the fact that oil is imported from far away Alaska or Kuwait, and that the extraction, shipping, and processing of oil causes inestimable destruction and hardship, as well as national insecurity and dependence on fickle foreign politics and limited supplies, all with the undesirable result of threatening the well-being of current and future people and other life on earth.

Furthermore, the annual heating costs for the high school will go up to \$80,000 or much more, and the burning of 80,000 gallons of oil will result in 800 tons per year of carbon dioxide (CO₂) emissions (each gallon of oil burned, even in an efficient furnace or car, produces 5.5 pounds of carbon which combines with oxygen to form 20 pounds of CO₂). This will further add to the density of atmospheric CO₂, dangerously thickening the insulating blanket around our planet, thus trapping excessive amounts of the incoming solar heat, which in turn results in

increasingly destructive and undestrable weather conditions.

Oddly enough, in spite of the many obvious dangers and disadvantages, and in spite of the availability right outside the back door of virtual oil wells worth of energy in the form of deadwood fuel as well as vast amounts of solar energy from above, this kind of heating system is considered perfectly normal. The reason for this is that too many people, and among them educated, successful, concerned members of our society, are extraordinarily illiterate and ignorant in the area of economically and ecologically sustainable design. Some have a limited but insufficient understanding, but many think that solar went out with the 1970s, having proven itself to be too expensive, unreliable, ugly, uncontrollable, and plainly not working, that sustainable design lies beyond reach in the far distant future, if ever.

By and large people have no idea how we are to extricate ourselves from the growing economic and environmental crises. Some erroneously believe that in order to survive we must give up many things that we love, such as cars, plastic, deep hot baths, long showers, etc. This misconcep-

tion is probably the main cause of the serious widespread and pervasive resistance against learning the truth and the facts that would bring about the real understanding that is essential for intelligent decision-making and thus meaningful democracy.

This ignorance then results in the current impractical, expensive, polluting, business-as-usual dinosaur design for our high school.

I apologize for the strong words, but I feel they may be needed in order to wake those who are asleep, to activate and strengthen those who already know something about the truth, to convert the Doubting Thomases, and to discredit the Devil's Advocates.

For the fact is that, with today's proven, available, and cost-effective technology, we can reduce the high school oil consumption by 100 percent, not only for the new addition but also for the existing building.

I hereby thus propose that the high school heating oil consumption be reduced by 100 percent, and that this be accomplished by designing the new addition for comprehensive solar heating and cooling (yes, even solar cooling, NOT air conditioning as now planned!) and that the backup heat be provided by deadwood fuel abundantly available in the adjacent state forest, as well as unmarketable waste paper, to

be chipped and burned in state-of-the-art efficient, clean-burning, thermostatically controlled water-jacket furnaces.

Some people will say that burning wood also produces CO₂. True, but in the process of growing, the tree absorbed the same amount of CO₂ that is released by burning it, and the same amount would be released even if the tree was just left to rot in the woods. Thus the World Watch Institute, for one, does not count wood as a CO₂-generating fuel.

Solar, sustainability, recycling, bio-benign management, although eminently logical, do-able, and making total good sense, are complex and utterly interconnected, and seems on the surface (although nothing could be further from the truth) to go against the grain of the American Way of Life. Thus I truly understand the reasons for the pervasive ignorance and resistance. However, this does not constitute an excuse for continuing the ignorance. Our freedom, justice, equality, and happiness depends on our ability to release ourselves from the bonds of the systems that force us to recklessly squander and destroy.

In our society at large we can reduce our dependency on petrochemicals by at least 80 percent by stopping the foolish burning in furnaces and cars, by eliminating toxic pesticides and drastically reducing

chemical fertilizers, by comprehensive recycling of all waste, and by letting plants and sunshine convert our sewage and septage into clean water and safe fertilizer. Please note that I do not advocate the 100 percent reduction of oil for overall purposes. We need this precious and miraculous resource for such as plastic-glazing materials, vapor barriers, insulation. I do not advocate stopping the use of plastic: It is a high, sustainable and fully recyclable use of oil, provided it is manufactured in a clean closed-loop manner and 100 percent recycled.

What I advocate sometimes shocks people, until I have a chance to explain. Then they see the crystal-clear beautiful logic. For instance, I say: I am a strong advocate of nuclear power. Natural nuclear power, that is, not the hideously polluting, dangerous, and costly manmade nuclear power. We are so fortunate to have, for millions more years, a safe (provided we don't destroy the ozone layer!) nuclear power plant 93 million miles away, producing abundant power for all our heating, cooling, electricity, lighting needs and wishes. I can think of no better and more effective way to teach people about this technology than to apply it to the high school, except possibly to apply it to the elementary schools, and that of course is coming up next.

Step number one is to change the floor plan of the high school addition so that almost half of the wall/ roof area faces south. This would then make it capable of receiving the latest, best cost-effective solar heating and cooling technology. This decision has to be made immediately, before March 30, so as to avoid wasting hundreds of thousands of dollars on the current floor plan, and in order to not jeopardize getting the plans to the state by June 1, and thus get in line for the 58 percent funding reimbursement. The longer we wait to make this change, the more costly it will be to accomplish. This adjustment will in no way change the currently planned facilities and functions. There is no need to rush into making the solar engineering now, as there will be plenty of time to perfect that during the two to three years we will have to wait for the funding to get through.

Please join in the effort to do what needs to be done to get it done. Come to the high school building committee meetings, sign the petitions that are circulating. Learn, think, and practice democracy, and don't let anybody scare you into making the mole hills of deadlines, rules, regs, and codes into insurmountable mountains. We shall overcome.

Anna Edey
West Tisbury



February 13, 1995

Mr. Chris Yerlig
Hearthstone Hill Charter School
Shutesbury, Ma

Dear Chris,

It is with pleasure that I write to support your application for a Charter School with the Executive Office of Education.

Charter Schools offer our children the diversity in education that is needed in today's learning environment. Your focus on the environment and ecology will offer the students in your area the opportunity to expand their creative genius and encourage them to become life long learners.

I am presently the President of Mass-Save Inc., a non profit corporation formed by the electric and gas utilities, to deliver the energy conservation service in the Commonwealth of Massachusetts. Our business is to advise residential homeowners in Massachusetts how to conserve their fuel to save energy and money.

I am a firm believer in education and I know charter schools create the choice and competition needed to propel our schools toward excellence as the 21st century approaches.

Sincerely,

Michael Plasski
Michael Plasski

VILLAGE COOPERATIVE CORP.

180 RATTLESNAKE GUTTER ROAD

LEVERETT, MA. 01054

(413) 367-9794


Feb. 13, 1995

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, Mass. 02108

Dear Ms. Robertson,

I am writing to support the Hearthstone Hill Charter School. For 17 years my husband and I have been managing the Village Cooperative Corporation in Leverett, Ma., turning it from a buying club into a community retail store serving mainly Leverett, Shutesbury, and Wendell. We have seen children grow from infants, and go from the nurturing, rural, grade schools to the larger Amherst Regional Junior and Senior High School. Although many of the students have made the transition without too much difficulty, there have definitely been many students who have not adjusted to the school system outside of their community; they are thrown in with students from the Amherst area who are used to the larger system and often feel out of place and lost. They have gone from a system where their individuality has been respected to a system where there is not a lot of room for accommodating individual needs; they become a part of a computerized system that is necessarily inflexible. This is not to say that the Amherst School is not an excellent public school; it has a lot to offer for sure. However, many of the students from these small rural towns have been intimidated by the larger system in which they feel an outsider. I have often heard parents express a desire for a local junior and senior high school based in our rural community. The Hearthstone Hill Charter School sounds as if it would be an excellent alternative for those students that flourish in a closer knit, community oriented environment. I feel that I am speaking on behalf of many parents and students in this community whom I have talked to over the years. I also personally feel excited about the opportunity for our business to cooperate with a school such as this; one that is as oriented to the community in which we live as the Village Cooperative is. We sincerely hope that you will give the Hearthstone Hill Charter School serious consideration.

Yours,



Julie Shively

Manager

February 15, 1995

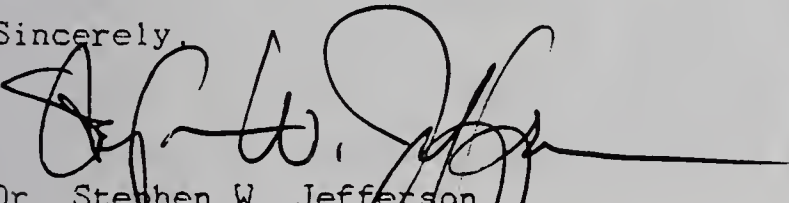
Piedad Robertson
Massachusetts Secretary of Education
1 Ashburton Place
Boston, Massachusetts

Dear Secretary of Education Robertson,

I am an educator, parent and past Dean of Students at Amherst Regional Jr. High School. I am writing this letter in great support of the Charter School effort because I know, after meeting with these concerned people, that this endeavor on their part is a sincere one. They really want to provide more quality educational opportunities for students in the Amherst school area.

I hope you will grant them the Charter because this community, parents, children, and concerned citizens, will all win from its inclusion as an educational alternative in our school system.

Sincerely,



Dr. Stephen W. Jefferson
Program Director, Juvenile Services
Center for Human Development
Springfield, Massachusetts

JOHN COPEN
128 Leverett Road
Shutesbury, Ma. 01072

February 14, 1995

Executive office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Bosaton, Massachusetts 02108

Dear Ms. Robertaon:

I am writing on behalf, and in support of the Hearthstone Hill Charter School. I am happy to see an effort being made to charter a school in our community. In my opinion the need is overwhelming. The towns this school would benefit are all part of a larger regional school system with little alternative to education for our children. Kind of like a "one size fits all" approach to our teens with regards to there learning. It is evident the children need an alternative to the regional Jr. High and High schools by the overcrowding and behavior problems these schools have experienced over the past few years.

I was educated in a suburban school system on Long Island. It was considered a very good system, much like the Amherst system in our community. However I was one of those students who fell through the cracks. In todays language I would have been labeled special needs or special ed, in those days (I graduated in 1959) they just called us slow kids. Fortunately there were a few innovative teachers who offered alternatives (work study programs) for us. The object from schools point of view was "how many kids can we get into college" and brag about it, not "How much quality education can we give each individual student so they can get on with life in a more productive way.

With the help and guidance of parents and teachers and through the Army bootstraps program I managed to learn what I needed. I now have my own Insurance agency and have started businesses

from New York to Hawaii. I am 100% behind the charter schools idea for the community and would lend support in every way that I could. I teach a course in the Jackson Street Public school in Northampton with the Jr. Achievement program. The students like having a business person from the community assist the teacher in a different experience of learning.

I sincerely hope you will give serious consideration to this project. It is of vital importance to our community, our young people and our nation.

Sincerely,

A handwritten signature in black ink, appearing to be "John", followed by a long horizontal flourish line.



United States Department of Energy

Boston Office
One Congress Street
Boston, Massachusetts 02114

February 10, 1995

PIEDAD F. ROBERTSON, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

This letter comes in strong support of the proposed "partnership" between the Hearthstone Hill Charter School, Inc. and Sirius. I have been following the energy efficiency, renewable energy and environmentally sustainable work of the Sirius community in Shutesbury with joy, admiration and thanksgiving.

Sirius is the most energy efficient and sustainable community in New England to the best of my knowledge. This is my 21st year working with the U.S. Department of Energy's New England energy efficiency and renewable energy marketing team. Sirius is a model learning environment for students of all ages who care about planetary stewardship and the heritage we leave for coming generations.

We have proposed that the U.S. Department of Energy's August 1995 national Technology Transfer seminar be held at Sirius so that our colleagues from across the United States may observe first hand how this unique community is effectively responding to our energy, environment and sustainability challenges. Please call me on 617/565-9705, if I may be of further help in support of the Hearthstone Hill Charter School application.

Sincerely,

A handwritten signature in dark ink, appearing to read "Duane D. Day", is written over the typed name.

Duane D. Day
Public Affairs Officer
& New England Energy Task
Force Coordinator

81 Summer Street
Amherst, Ma 01002
February 12, 1995

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

Re: Hearthstone Hill Charter School

Dear Ms. Robertson;

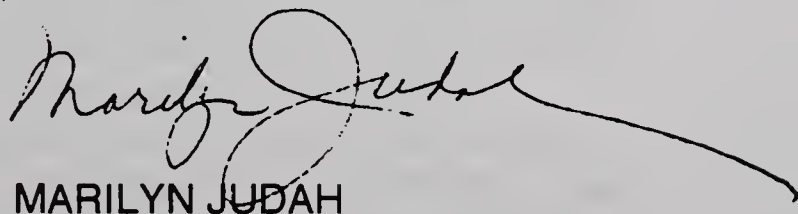
This letter is in support of the establishment of the Hearthstone Hill Charter School. I have known most of the individuals organizing the school in either a professional or social context over the last five years. They are dynamic people of clear vision, who are creative, energetic and empowered individuals. As a parent and educator I am requesting that the school be given its charter.

I am presently a student teacher at the Holyoke Magnet Middle School for the Arts. In May I will graduate from the University of Massachusetts with a double major in Art Education (grades 6-12) and Painting. During my semester of observations I visited all the schools in this area serving grades 7-12. Unfortunately, I was severely disappointed. I found little of what I would call "state of the art" education. However, I did find it in the four year old alternative school in Holyoke.

There is definitely a strong need for an alternative school in the Leverett, New Salem, Shutesbury, Wendall and nearby communities. Empowering children to become whole, well balanced individuals is just as important in rural communities as it is in urban ones like Holyoke. Our community is known as the five college area. It has an internationally diversified population. As a parent of a seven year old in the community to be served by the Hearthstone Hill Charter School, I fervently hope that as my daughter approaches her middle school years that I have a choice of schools versus just one. Please grant our community the charter we are requesting.

Thank you for your time and consideration of this project.

Sincerely,



MARILYN JUDAH

February 10, 1995
Marjorie Chase
234 19th Ave. #2
San Francisco, CA 94121
(415) 387-9429

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburnham Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

I am a native of the Quabbin Region of Massachusetts. Presently I am living and working in San Francisco, California. I left Massachusetts in 1989 to pursue a career teaching foreign languages. At that time, schools in Massachusetts were having to cut down to the minimum in course offerings. Foreign languages, as you know, had not been given priority in MA. I moved to California hoping that I would find more opportunities to teach foreign languages there. The position that I was appointed to surpassed my expectations. However, I'm moving back to New England.

I was encouraged when I learned about the Massachusetts Educational Reform Act. I was reading the headlines of the Athol Daily News (a paper that serves the North Quabbin Region) which reported that a charter school was being proposed. The visions and features of this school impressed me. I was able to get in touch with Safya Fox, who sent me more information about the proposal for the Hearstson Hill Charter School and the Educational Reform Act. I have taught in one of the public school systems which serves a part of the community that this school proposes to include. I have high regards for the education provided by this school district. I recognize however, the need for alternative styles of public education.

The school at which I have been teaching is in phase two of a district-wide Restructuring Initiative. This past year I have been an active member of the Representative Council. This body represents and presents the visions of the faculty, students & community for changes at our school. We have actually been able to implement important reforms (slowly but surely). Through this experience I have been exposed to many alternatives in public education. There are fabulous models of public education that are every bit as inspiring and challenging opportunities offered by many private schools.

Rural New England, though set apart from the diversity of today's society in various ways, has always been dedicated to the values of higher education and social cultivation. I can see that after having become an educator in another part of the country. However, I see a need for alternatives within the public education system in particular. There are so many exciting private school opportunities in New England. Unfortunately, only a small percentage of the population can take advantage of these. When I read about the Hearstson Hill Charter School, my spirit longed to see that this become an option for the young people and their families in these communities (Union # 28 school district).

I support the idea of a public school that creates a learning environment that cultivates self-discovery and expression which empowers the students as well as their families. I believe that any student will learn if the teachers pay attention to an individual's learning styles and adapt strategies to best suit the situation. The use of portfolios and projects, for example, have been shown to

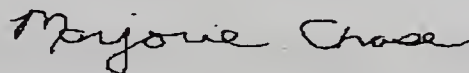
effectively evaluate thinking skills for a great range of learning styles and can be adapted to individual needs. Thus, I was excited to see that the Hearthstone Hill School plans to use portfolios and projects as a form of assessment.

This year I have also been involved in a privately funded project which is striving to implement alternative forms of assessment in the traditional setting to which so many schools adhere. Many of the ideas proposed by Hearthstone Charter School are beginning to be practiced by myself and groups of faculty members within the school where I am teaching. Part of me hates to leave at this point in my career. However, I have high hopes for the reforms taking place in Massachusetts and feel confident that because of the Reform Act and the foundation of schools such as Hearthstone Hill, I will find a position every bit as rewarding as the one that I am leaving.

The sense of community that exists in New England is unique. I have been missing that since I've been away. I fear that as the world becomes a smaller place it could be lost. I believe that public school systems play an important role in creating a sense of local fellowship. I am keeping my fingers crossed that Hearthstone Hill Charter School receives the grant that it needs to become a reality. The communities that it will serve will benefit greatly by the opportunities proposed by this school. I feel that these rural areas need schools that provide diversity in teaching and learning that really involve the entire population. Two other features proposed by Hearthstone Hill that promise to benefit the community as a whole are the apprenticeships and the school-based family support services.

I'm thrilled about the Massachusetts Educational Reform Act. I commend you as secretary of this ambitious undertaking. I am encouraged and inspired by the dedication of individuals such as those involved with the establishment of Hearthstone Hill Charter School. Thank you for all the work that you have done to improve the public school education in the state of Massachusetts. I hope that you will find Hearthstone Hill Charter School worthy of foundation.

Sincerely,



Marjorie Chase

Attn: Safiya Fox- 548-9617

288 Leverett Rd.
Shutesbury, MA 01072
(413) 259-1972
14 February 1995

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

I am writing this letter in support of the Hearthstone Hill Charter School. As a parent of two children, and as an educator, I strongly believe in the objectives that this school has laid out.

As an educator I know that children who are empowered to learn; children who are given the ability to be active participants in their education; children who have teachers that acknowledge that the students within the classroom are teachers, just as the teacher is a student, make tremendous strides in their education, and in their ability to be critical thinkers.

I believe that children are natural born learners. Unfortunately as children grow many educators choose to shut down this natural ability and require "good students" to be those that parrot back the answers the teacher expects. Children who choose to learn in other ways, or children who choose to view the world from a different perspective, are often not respected in the traditional classroom or traditional school.

The Hearthstone Hill Charter School is choosing to address these issues in a multitude of ways. It is clear that the school recognizes the importance of the child as an active participant in his/her education. Having thematic interdisciplinary units, mixed-age groupings, portfolio bases assessments, an integrated arts program, multi-cultural celebrations, apprenticeships, etc. (the list can go on and on) shows the concern this school has for the child as learner, and the many ways that a child may choose to learn.

It is my hope that the Hearthstone Hill Charter School will receive a charter and be able to be open to students in September of 1995. As a parent and an educator I am in full support of this school, and if it is to receive a charter I would become an active participant within the school.

Thank you for your time.

Sincerely yours,

Beth Dichter

Beth Dichter

Lerna Hironaka
55 Plain Rd
Wendell, MA 01379
Feb 12, 1995

Ms. Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburn Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

I would like to express my support for the proposed Heathstone Hill Charter School to serve students of the Union # 28 school district.

My family and I have very recently joined this community. We have been living in Wendell since October 1994. My husband, Shunji, is Japanese and we have spent most of the past eleven years living in Kyoto, Japan. My two older children, presently 10 and 8 years old, attended public school in Japan and are now students at Swift River Elementary School.

My personal experiences as both a teacher and a student here and in Japan lead me to support the kind of school proposed for the Heathstone Hill Charter School. As a teacher at a private school in Kyoto, Japan, the utter lack of initiative and sense of responsibility for ~~their~~ students' own educations and experiences was very frustrating. Though very well-respected in the area, the school I taught at had huge classes of 46 students each, very few elective courses, and grades were determined almost entirely by midterm and ^{final} written exams.

From September 1990 through March 1991, I was an apprentice midwife student at the Maternidad La Luz Birth Center in El Paso, Texas. The experience of studying a subject that I was excited about and being able to put the knowledge acquired to use

immediately in the clinic ~~was~~ was very rewarding. I felt a similar sense of accomplishment and meaningfulness to my study of Japanese when I first ~~at~~ went to Japan in 1980.

The two aspects of the proposed school that I am most excited about are "the fundamental objective to trust and empower students to exercise self-determination and responsibility" and the crucial role of the community. I myself am interested in sharing my knowledge and experience gained while living in Japan. I would like to offer a Japanese language course to interested students and also a mini-course on the childbirth process.

Though a newcomer to this community, I have already noticed the wealth of resources in the people around us and am interested in seeing them put to good use in a project such as this school. I see the school as a way for the many separate groups of people in this community to come together to work on something we all care very deeply about - the education and future of our children and ultimately, the future of our community.

With my heartfelt support,

Sincerely,

Lena Morimoto

P.O. Box 593,
Shutesbury, MA 01072
February 14, 1995.

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburnham Place, Room 1401
Boston, MA 02108

Dear Mr. Robertson,

I am writing to express my wholehearted support for funding the proposed Charter School for Grades 7-12 in the Shutesbury - Leverett - Wendell area. As a parent of two children, ages 10 and 12, I would be pleased to have an alternative model of schooling for the immediate future - one that would be aligned with what I truly value; eg. high degree of self-directed learning support, involvement in practical, integrated ways with the community outside of the school building, project-oriented learning that "has no walls", and attention to teaching / learning the skills of democratic process.

My personal background includes teaching at alternative elementary and junior / senior high school programs in Ontario, Canada, in the seventies. Recently, I have worked professionally as a Career Counselor and Trainer, and currently am starting my own business as a Coach for personal and professional development. (a specialized form of consulting). I am very excited about contributing in a dynamic way to the development of a new educational model, both by directly working on a project-basis with children, and as a parent of at least one child participating in the school.

I do believe that in this rapidly-changing, technologically-sophisticated, information-based society, we who are raising children need the opportunity to work in small groups to solve issues and invent new ways, with our children, to get the skills and the resources to thrive in creating our future. I believe that the children deserve the opportunity to experience life in a highly-flexible form, maximizing the exposure to many, many

people and situations and experiences — in a way that is not possible within the current public education system.

I praise the group of people who have done the core work on this proposal, and fully intend to participate in its creation and in its evolution, as an active parent and as an educator who is excited to be much more involved with my children in their education.

Yours sincerely,
Johanna Bailey

February 14, 1995

Imre Kepes
11 Arnold Road
Pelham, MA 01002

Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

I am writing as a parent and member of the Amherst area community in support of the Hearthstone Hill Charter School. As a parent of two boys, one in the Amherst Junior High School, I am deeply concerned about the quality of education in the public school system. Size alone dictates that the students' individual learning styles cannot be recognized, courses must be standardized, and students generally seem to feel disempowered. My older son who has always been an avid learner is already developing a cynical attitude about school and education. His friends seem to share a similar attitude. This is very upsetting.

I have observed and been involved in the founding of the Hearthstone Hill Charter School. I have been greatly impressed by the enthusiasm and dedication to serving the needs of the students that has gone into designing the school. The founders have done an excellent job of reaching out to the community for input and assistance. This approach has resulted in a well-thought out program that enjoys widespread community support.

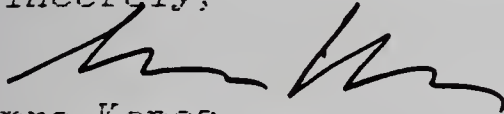
The process of establishing the philosophy of the school and designing the program has included the collective wisdom and knowledge of committed citizens including parents, educators, professionals, students and others. A number of successful schools have been studied and the experience of individuals who have been involved in the field of education and who have founded schools themselves has been utilized to arrive at a design that combines the best aspects of proven innovative approaches to education.

I personally believe in the underlying philosophy of the school. I believe that we must trust in our childrens' innate interest to learn and that they will respond positively to being honored and given the opportunity to have a say in determining their own education. I believe that education must include more than the basic skills needed for the "job market". I believe that education must above all teach us how to be good citizens of the world and to act as stewards of this planet whose fate we control.

More important than anything I can say is my boy's response to the possibility of there being a Hearthstone Hill Charter School. He and a friend have written a letter in support of the school which expresses their sentiments better than I can. He has expressed enthusiasm not just to be free of a highly regimented system that marginalizes the student but also for the chance to learn more on his own terms and to chose subjects that truly interest him. The ability to have a say in his own education clearly means a lot to him. His renewed interest and enthusiasm for learning says it all.

As a parent and concerned citizen, I respectfully ask that you grant a charter to the Hearthstone Hill Charter School.

Sincerely,

A handwritten signature in dark ink, appearing to be 'Imre Kepes', written in a cursive style.

Imre Kepes

Jerry T. Eide
Star Route 58F
Wendell, MA 01379

February 13, 1995

Executive Office of Education
Piedad F. Robertson
1 Ashburton Place
Room # 1401
Boston MA 02108

RE: Support for the proposed Hearthstone Hill Charter School, an alternative Junior and senior high school for the Union #28 school district.

Dear people at the Mass. Office of Education,

When I was in school I felt anonymous. If I had been in a class that was small enough for me to feel significant, or if I'd had a teacher who noticed that I needed a hands-on approach to learning rather than by rote, or if my family had felt included in my school life things might have been different. But as it was, I faded more and more each year, and by the time a professional discovered that I was dyslexic, I was sixteen, and had discovered that it was much easier and more interesting to be out on the streets skipping school and risking my life, than it was to sit in a classroom feeling incompetent, and being punished for it.

I am grateful for the attention and encouragement my second grader has gotten at our local Swift River School, but I see a little of myself in him, and I have noticed many aspects of the High School in Orange, where he would have to go in a few years, that remind me too much of the high school in my hometown. I can't imagine my son being able to adjust to such a large and depressed school. I don't want him to go through what I did. It took many years of a lot of hard work since my high school years to overcome my academic phobias, develop my self esteem, and make up for the lack of education I got in school.

With that in mind, you can imagine how comforting it feels to know that there might be a secondary school available to our community which would be small enough, caring enough, and creative enough to meet the needs of my son when he is at the age to be in high school.

Sincerely,


Jerry T. Eide

Molly Kaynor
57 Old Stage Road
Wendell, MA 01379

February 12, 1995

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston MA 02108

To Whom It May Concern,

I have three children. Two of them have gone through High school, the youngest is eight years old. We live in a small, rural community where our children enjoy their first six years of school in a small, nurturing, innovative grammar school. Once they graduate from sixth grade, they are thrown into the large, overcrowded Junior and Senior high school (which was not even accredited a few years ago) in the troubled, and depressed factory town of Orange Massachusetts where teen pregnancies were among the highest in the country last year, and drug problems and violent outbursts between the students is at a record breaking high this year.

I believe in public education, and I believe in choice. There are many children who are not able to get a good education in a large school with more than 25 students to a teacher, and by looking at the astonishingly high drop-out rate at Mahar, there are many young people in the district whose needs are not being met at Mahar. In this area, only the rich can buy their way into another school district or a private school of their choice. For the rest of us there are no choices.

A charter school in this area could offer us a chance to demonstrate that public schools can be small, creative and interesting places of academic excellence without losing their publicness. The proposed Hearthstone Hill Charter School might not necessarily be perfect for every child in the area, but neither is the one secondary high school we have now, I simply ask that we have an option, - some choice offered in the schooling for our children.

We are all concerned that our large conventional high schools are not able to produce enough strong, responsible, educated citizens we need for families and communities to survive. In fact, the sense of community and cooperation as well as an interest in learning has been lost in our public high schools where safety and survival are now the major concerns for our twelve to eighteen year olds while they are at school.

As I review the commitments and objectives of the Hearthstone Hill Charter School proposal, I see everything that I believe is missing in our area secondary schools.

If this proposed charter school is kept to a manageable size, I have complete faith that it will be able to satisfy the needs of each student with its proposed personalized education plans, integrated programs for special needs, and family support services.

I believe that each student will be challenged with opportunities such as their own personal involvement in the planning and evaluation of their own educational programs. Opportunities for independent studies and apprenticeships is a great way to expand beyond the limits of a classroom, and portfolio evaluation and assessment criteria will reflect the quality of education for each student. Mixed age groupings, and thematic interdisciplinary studies are also ways I believe will inspire exciting challenges that traditional schools do not tap.

I appreciate the interest in an integrated arts program, cultural diversity, self discovery, social awareness, and ecological responsibility. Those basic elements are too often neglected in our public schools.

I am particularly enthused by the proposal to include the families and the community into the school. My personal commitment to the belief that families, communities and school should all be intertwined in each child's life, is shown in my work as the Volunteer Coordinator and Community Outreach worker for the past four years at The Swift River School.

Children between the ages of twelve to eighteen are at a precarious, impressionable, and vulnerable age. We owe them a quality education, some personal attention - a sense of commitment from adults. They need us to help them develop self esteem, a sense of belonging, and responsibility which comes from a community spirit ... we should teach them effective communication skills, and problem solving skills. The proposed chartered school would offer those essentials. As we all know, over crowded classrooms is not the right environment in which to do any of that.

If the proposed Hearthstone Hill Charter School were a reality, I know we could help our community's young people find the tools they need to live a positive, constructive and rewarding life.

Sincerely, *Molly Kaynor*
Molly Kaynor

February 12, 1995

Executive Office of Education

Piedad Robertson, Secretary

One Ashburton Place, Room 1401

Boston, MA. 02108

Dear Ms. Robertson,

I am writing this to express my support for the proposed Hearthstone Hill Charter School. As a parent of two school age children who are approaching the junior high school level, I see a tremendous need for this kind of program in my area. Geographically I am located between the Mahar Regional School in Orange and the Amherst Regional High School. Either school would be a long bus ride for my children - 40 minutes each way - and having a small local high school would provide an alternative to sending my children so far away.

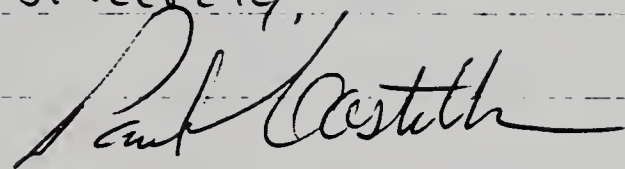
It would also provide an alternative that would reflect the values and concerns of a significant percentage of the residents of this area. We want to teach our children skills that will help them build a sustainable future for our planet. It is our children who will be facing ever greater problems of dwindling resources and over population of our planet. They will need to learn to work with each other cooperatively instead of competitively, with good communication and conflict resolution skills. Independent and critical thinking need to be taught but also need to be balanced

(over)

by allowing students to notice their innate compassion for and connection to other living things. Having a balance between mind and heart is the formula for creating acceptance of oneself and acceptance of the differences of others in this multi-cultural world we live in.

Please give us the opportunity to build a learning environment that fosters a vision of individuals exploring their highest potentials instead of the lowest common denominator. Thank you.

Sincerely,



Paul Costello
8 Bullard Pasture Rd.
Wendell, MA. 01379

3 Leverett Road

Shutesbury, MA 01572

February 11, 1995

Executive Office of Education

Richard J. Robertson, Secretary

One Ashburton Place, Room 1401

Boston, MA 02108

I greatly support the creation of this particular charter school to serve the needs of the students entering junior high and high school in these towns.

As a community member, I feel our children will benefit deeply from a school that supports them more personally. It will give them the opportunity for self-determination and creative pursuit of both basic education and individual talent. Also, I feel the children from these towns will do well in a school that supports the lifestyle they have grown up in these towns.

Mostly it is the possibility of creative education that I support, an education that addresses the needs of our planet ^{also} and solutions for its numerous problems.

My son is 12, and entering junior high in the fall; I would like him to go to this school.

My background is in holistic health, and art, and I hope to be involved in the curriculum.

Sincerely, Monique Dief

February 14, 1995

Dear Ms. Robertson,

I am writing to you today to support the request to Charter Heathstone Hill School. I believe in their vision, and have heard enough of the nits and bolts as well, to support their endeavor whole heartedly.

The concept of our children's participation in both their own heart felt desires and in their curriculum as the means to realize them, is so important and meaningful in contrast to the "status quo".

The learning from, and with each other; across the usual grade forms and their hierarchy is, in itself, a source of stimulation and creative ideation in an atmosphere in which can actually allow their fruition.

Planetary Stewardship is surely a concept which needs more conscious attention from all of us. I believe that young people receiving a truly rounded understanding of sustainability and the alternatives, which are now quite feasible, can be the single most important force to insure the future. We all hope for in our children's lives.

I am a guide for "Vision Quest" as a means of both initiation into Selfhood and into Stewardship; trained at School Without Borders, Rites of Passage, Big Pine, Ca.

I am also a counselor in the field of Chemical Dependency, and the father of three, and the step father of two.

My own life has evolved through my 48 yrs., and Hearthstone Hill School crystallizes many of the paths discovered through my own trials and errors. I truly wish this generation the opportunity to learn during their Prime Learning years!

Thank you very much for your attention

Neil (Skip) McManus

Dona Cox
490 Old Stage Rd.
Wendell Ma.
01379-9710
Phone # 508-5442828

February 12, 1995

Dear Mrs. Piedad F. Robertson,

We hope you will read our plea for an opportunity to begin a much needed community school.

We live in the town of Wendell and must use the Mahar School system. My son Shawn is in 7th grade. He attends an after school help program 3 days a week and has a neighborhood tutor. He is also in chapter 1 and I meet with his teachers regularly. At our last meeting it was suggested by the staff that I attend school with my son to help him become more organized and do his work.

My son does not have any recognizable learning disabilities, nor does he have behavioral problems, yet he is failing. He is failing the institutionalized, unpersonalized school setting. It does not fit to put this sort of child in such a system.

My personal attention given to Shawn by being involved in his

school program each day is what is giving him a fresh start, and he is responding well. This is not to say he is suddenly a great student.

He needs a school setting that caters to this alternative idea of learning.

As a parent I intend on being involved actively in my children's education and welcome the idea of a chartered school and what it might offer my children.

The need for such a school in this area is very great. Presently the only choice is Mahan for 7-12 grade or Franklin County Tech for grades 9-12.

My older son Graeme is in 10th grade at the Tech school and does not want to be, but chose this to avoid Mahan. He is not inclined to do well at a trade school and has similar difficulties with the traditional system, as my younger one has.

Your support is welcomed with deep gratitude. Sincerely,
Dona O'Donoghue

Feb. 14, 1995
Executive Office of Educ.
Piedad F. Robertson, Sec.

Dear Mr. Robertson,

I am taking the time to write you about the Hearthstone Hill Charter School because I want you to know I fully support creating this alternative model.

My son, now 17, and would be senior this year was in the gifted program all through school. In 8th grade - he tested out at 99% at 12th grade levels. But Shawn, my son, could not thrive in the school system in Amherst. It was in his words too boring, too structured! too much made to fit the general population. By the time he was 15 - the only alternative was a school in S. Amherst for troubled, very low academic achieving kids, & w/ no other choices - he went there. Nine months later he wanted to quit school altogether. So at the beginning of 11th grade, my son dropped out of school. It's heartbreaking to me that some one like him so talented & gifted fell through the cracks of an educational system that was not designed to meet his needs. He thrived in Shutesbury Elementary school because of the creative endeavors the teachers offered.

Shutesbury residents are devoted to the school. The elementary school is incredible. Then, it is hard, during high school years. Many parents have to move closer to town for the kids to have a social life in Amherst. I want this as

option for when my daughter grows up.

I have a daughter in first grade. I want this school. I am impressed at the commitment of people in this area. They have amazing resources & gifts. The commitment to children in this area is also outstanding. I want to encourage & support this pilot program in any way I can. I want to foster children to learn in ways that are exciting & stimulating. This would be an

ideal place to pilot such a school. The statistics of people who come out to vote for School agendas are unbelievable for a small town. This is the right place for experimenting with new systems. If there is anything I can do as a concerned citizen, please contact me.

P.S. As a side note to my son Shawn. Amherst is a college town. In Amherst, the drug traffic in school was terrible. In the two years Shawn struggled he lost two friends to overdoses. I want to offer my children a better alternative, a smaller system monitoring his ^{or her} needs. Please let us lead the way in discovering what works in the 90's for children. Great idea!

Sincerely,

Kisa Starkweather

45 Schoolhouse Rd

Amherst, Ma 01002 (Shutesbury, Ma)

(413) 259-1671

LETTER OF SUPPORT

Feb 7, 1995

I strongly support the proposal for 7-12 grade charter school for the Shutesbury/Henrietta/Blended/Framingham region. I believe they could collaborate very well with existing educational systems, and form a strong school and networking group. The philosophy integrates the many diverse needs children have, and family and community, too. Together we could create a facility of growth and learning as well as interface with the larger educational community of Franklin/Hampshire counties.

I am a teacher of preschool - primary years. I am in process of continuing my education in a diverse field of science and education. I see the challenge facing students of all ages in this time of our world's history. I am in favor of these inspired educators collaborating and working so hard to establish a school that welcomes talented teachers, parents and students of the junior and senior high grades.

I strongly support this initiative.

Sincerely,

Eizabeth Schaffy

72 Baker Road
Shutesbury, Mass. 01072
February 5, 1995

Greetings,

I am writing in support of a charter school being created in the Shutesbury-Wendell area. As a mother of a fourth-grader (hopefully a future student at the school), I hope to have this educational alternative available as a resource for my family and for many others; as a member of this society I can think of no more important endeavor than to provide an innovative, relevant learning opportunity for our children.

I am delighted with the interest in teaching sustainable living skills at Hearthstone Hill School. I am a member of Sirius Community, which has many resources to share with young people. We live here to simplify and enrich our lives. Energy-use reduction, organic gardening, recycling, shared nutritious meals, continual effort at growing to understand and accept ourselves and others, entertaining ourselves and each other with talent shows and sing-a-longs - this is a way of life which seems to exemplify what so many people yearn for, and which seems to elude most. I AM HOPING THAT THIS SCHOOL WILL DEMONSTRATE TO CHILDREN THAT THERE ARE TWO WAYS TO SUCCEED IN LIFE - TO MAKE MORE MONEY, OR TO REQUIRE LESS. Requiring less necessitates training in many skills - carpentry, auto repair, sewing, etc. I myself am a shoemaker, primarily because it had seemed to be an item that I could not make for myself. I am eager to teach shoemaking to motivated students, ones who yearn for the satisfaction of creating a unique, quality product with their own hands. Believe me, the problem-solving opportunities they would have in such an endeavor would be endless! I am adept at using a knitting machine, and would love to share the marvel of operating it with students as well. It is as exacting as a computer in what it requires of its operator, but it produces something practical, which could thrill a young designer with his or her powers of creation.

In an earlier phase of my life, I taught biology and Spanish for a decade at West Lynn, Massachusetts, Junior High. I am willing to use my knowledge in these areas to co-create with students whatever type of class in which there is interest.

I join with many others in my enthusiasm for this project - I commit myself and all my resources - time, money, heart and soul - to the Hearthstone Hill School.

Sincerely,
Sharon Raymond

Feb 14, 1995

To Whom it May Concern,

I am writing in support of the proposed
Charter School for grades 7-12

I am a parent of two children ages 6 & 12
who have experienced public, private and homebased
education. I see an enormous need for smaller, more
flexible educational systems to serve the diverse needs
of our children in this area.

I have found that my own children excel
academically and personally in homebased or private systems
but there were drawbacks that left us ^{still} searching for
a better school.

I have a B.A. in Education and am a
practising Herbalist & Illustrator. I would be glad to
offer any of my teaching skills in Herbal medicine,
botany or Art that could be useful.

I look forward to the possibility of
having a Charter school in our area.

Sincerely,

Alvander C. Sweeney

CHRISTOPHER EYERS YERLIG
— AKA HOOPOE —

P O Box 523
Shutesbury, MA 01072
(413) 259-1605



February 14 1995

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Mrs. Robertson

I am writing to inform you of my support for the Hearthstone Hill Charter School. As a parent, (my daughter, Saras is 5) deeply concerned by the plight of today's world, I am encouraged by the prospect of seeing a learning center develop that is committed to guiding people to be advocates for their own well-being, as well as that of their neighbors, community and planet. For too long now schools have focused on academic and sporting achievement, within an atmosphere of competition and a "one size fits all" style of education, regardless of whether or not students leave equipped with skills that are in their best personal interests or that will help them live a healthy life.

Fortunately, it is becoming increasingly evident that the health of the planet and its inhabitants depends on caring for our environment and its resources. I think it was Chief Seattle who said that our children do not inherit the earth from us, but that we are borrowing it from them. Living lightly on the earth, living sustainably is essential and I am happy to see this as part of the school's educational mission.

Also very key to the concept of healthy people, is a program that fosters self and mutual respect, cooperation, natural abilities, joy and a sense of belonging. Schools that address these, that listen to the children rather than impose knowledge, are turning out very successful young adults (e.g. Sudbury Valley School).

"Follow your bliss," said mythologist Joseph Campbell. "Do what you love and the money will follow," say the self development books. I can personally vouch for these adages, having turned a fun party trick into a successful career as a performer and educator. An innate knack and passion for mime, magic and clowning, honed since leaving school where it was not encouraged, has kept me pursuing a vocation that brings others much pleasure and inspiration, too. Along the way I have educated myself in such subjects as anthropology, music, psychology, and history, motivated by the discovery of where they too pertained to my art. For many years, I have been involved with developing community and more recently, plans have begun for a theatre company. This February, I shall be touring the Dominican Republic with Project Troubador, a company of musicians/actors, teaching AIDS awareness through theatre.

CHRISTOPHER EYERS YERLIG
— AKA HOOPOE —

P O Box 523
Shutesbury, MA 01072
(413) 259-1605



I hope to be involved as a facilitator should Hearthstone Hill Charter School be approved. I am currently developing programs that inform children about health, self-esteem, and environmental and multi-cultural issues. Besides my dramatic skills, I have run childcare programs for gatherings and conferences. I am also well versed in such topics as french, spanish, cookery, geography, biology, ornithology, and archaic music. Inspired by Chief Sitting Bull who said, "Let us put our minds together and see what life we can create for our children," it has long been my dream to help create a school that is like a home school, yet has the infra-structural and social benefits of a larger group.

I should like to thank all those involved in creating the Charter School Program at the national and state levels and my sincere thanks go to the people of my community who have given their energies to this proposal.

Yours sincerely,

Christopher Evers Yerlig

Michael P. Broderick
39 Turners Falls Road
Greenfield, Ma. 01301
February, 14, 1995

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Ms. Robertson,

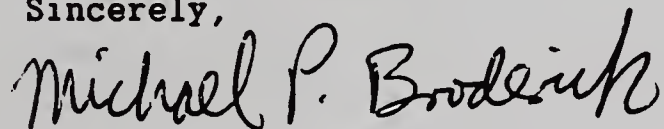
I am writing as a concerned parent to support the application of the proposal to create the Hearthstone Hill Charter School. I think such a school would be a great attempt to fill a void that exists in our present educational system.

I know from my own daughter's experiences about some of the problems and from communications with teachers and administrators at our local public schools which stress rules and regimentation in an effort to control the students behaviour. Many of the students do not want to learn the way things are being taught. This seems obvious from the stories I hear from my daughter. A lot of the kids are more interested in drugs and oblivion than learning. What is being taught must be disassociated from the inner core of these students for this to be taking place.

I feel the mission of this new Charter School would be a healthier alternative. It would be trying to have the students, parents, teachers, and community members get together more as collaborators and work with important issues. Respect for each individual and a caring for balance and health in our environment would be the starting point for this generation as well as succeeding ones.

This attempt might be big and idealistic, but I feel it is still an important one because our present system is not healthy and not functioning very well.

Sincerely,

A handwritten signature in black ink that reads "Michael P. Broderick". The signature is written in a cursive, flowing style.

Michael P. Broderick

Dear Ms. Robertson,

4 Whalley Street, Hadley, Massachusetts 01035
413 586-2258 1 800-698-2754 Fax: 413 586-8437

I write to express my support for the creation of a charter school in the Shutesbury, Leverett, and Wendell area.

As an artist and a professional energy advisor I believe that hands on experience, as proposed in the statement of purpose of this charter school, is critical. It is critical in many ways.

It allows the student to simultaneously learn and apply her skills. It allows for a mentoring situation which youths today need more than ever. It provides the student with skills they can feel proud of because they take part in the social fabric.

Students must be given an opportunity to apply their skills, to succeed, to fail; in this they become confident, learn tolerance, acceptance of self and others. I believe that ^{allowing students to} by try out and practice their learning we will be investing in a very dynamic future.

Please give your support to this charter school. Thank you.

Sincerely,

Erica Marken

February 12, 1995

Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

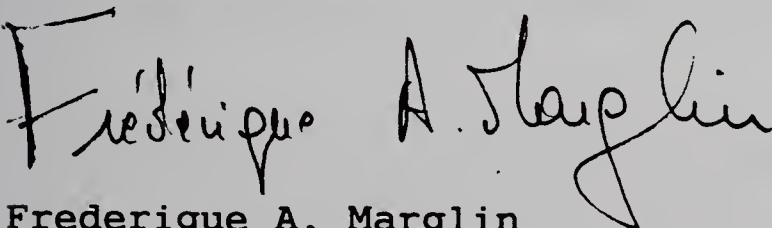
I am writing in support of the proposal for a charter school for the towns of Leverett, Shutesbury and Wendell for the grades 7 to 12.

My daughter is now in the 6th grade in the Shutesbury Elementary School. The Shutesbury school has many of the features that the proposed charter school would have. It has mixed aged groupings, assessment based on portfolios and projects rather than on grades, independent studies and apprenticeship, among others. The prospect of my daughter going to the Amherst Junior High with its conventional grading system, its age segregated classrooms and its lack of independent studies and apprenticeship is deeply worrying me. I strongly feel that we need an alternative to that kind of public school education.

One of the features that particularly attracts me and my daughter in the proposed new charter school is an emphasis on sustainable living skills. I think that it is crucial to teach this to our children at the end of the 20th century.

I have been very impressed with the planning and the structure that has been proposed for this school and dearly wish that it can become a reality so that my daughter will have the opportunity to have the kind of education that I think she deserves.

Sincerely Yours

A handwritten signature in cursive script that reads "Frederique A. Marglin". The signature is written in dark ink and is positioned above the typed name and address.

Frederique A. Marglin
102 Leonard Road
Shutesbury, MA 01072

Earth-Conscious Arts

Integrated Arts Programs
for

• School Residencies • Teacher Training • Community Programs •

February 1995

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

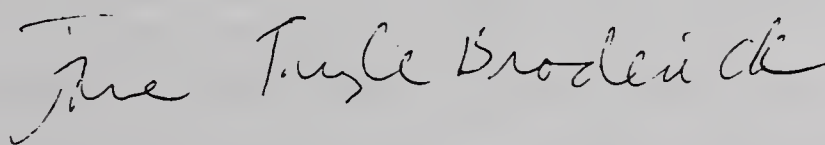
I am writing to support the application of the Hearthstone Hill Charter School. It is an innovative proposal created to satisfy the needs of our community at a time when new models for learning and living in harmony with the environment are essential.

As a parent, I am concerned with the education of my daughter who is not living up to her full potential in the local public high school. Anna is a hard worker, a disciplined student who studies consistently yet she does not make 'the grade' or comprehend the material presented by her teachers. The system is failing her. Recently she has asked to be home-schooled. She wants more experiential learning having recalled that the experiential components of her elementary education were the most beneficial. Hearthstone Hill Charter School will offer experiential programs integrating across disciplines. These will allow for student-directed choice in learning. Independent study will be strong in the school and an essential ingredient for choice.

Realizing that her father and I recognize her needs Anna is finding a new and active voice. This voice was not recognized in school where she was labeled shy or quiet. This special girl has more to offer than to be stuck in a track of being considered 'shy and quiet.' She needs to be in an environment where individuals are seen for who they are, as integral parts of community—included. The council and cluster model of this school offer Anna a place to be recognized as an equal. As her parent I will be able to join with her, her teachers, peers and community members to offer guidance and support. She has been hurt by the irrational behaviors of her peers who have not been given the opportunity to speak with a clear voice when there has been conflict. I see the structure of this school as a great vehicle for more wholesome relationships.

Always having ongoing relationships with individuals of all ages Anna has felt cut off socially by the segregation in school. This separation is not natural or representative of the world which the students must enter once school ends. Thus the system has created a vacuum for these children. They have lost touch with the purpose of their education for they see no relation between what they are learning and the world in which they live. The sustainable living aspect of the school offers the students a place in which to engage in the community as active supporting members of the community which extends beyond the walls of the schools into the environment. The skills needed to develop a sustainable culture must be developed in our young people now and they know it!

As an educator and artist I have been committed to the goal of integrating the arts into all aspects of learning. The arts enable individuals to synthesize information from a whole variety of different areas into a form where greater and deeper understanding occurs. One art project can integrate material from three or more disciplines. As the child focuses on the one project the information from these different areas becomes more focused and clear. I also believe strongly that we need to model a new pace for learning, one that is slowed down, less competitive more individualized and internal and the creative process embodies all of these. Creativity teaches adaptability, which is essential in this fast changing world, where students can no longer follow a direct route through school and be assured of a job at the other end. Students will need to create their own careers! The Hearthstone Hill Charter School believes in the integration of the arts and we owe this opportunity to our youth!



Jane Tingle Broderick • Creativity Consultant
39 Turners Falls Road • Greenfield, MA • 01301

Bruce McDougall Brown, Ph.D.

664 Main St., Amherst, MA 01002
(413) 549-7166 256-1046

2/14/95

To Whom It May Concern:

This letter is written in support of the charter school named Hearthstone Hill School, which will hopefully be founded in Shutesbury, MA.

I am an Amherst resident who has lived in this area for 14 years and have had three children go through the Amherst public school system. Based on feedback from my children and from many, many of their friends, I know there is a tremendous range of needs of highschool-age young people here which is not being addressed within the current school system.

Such needs are for:

- 1) A more creative, hands-on project-oriented type of curriculum which relates directly to the concerns and real lives of the student, thereby stimulating excitement and deeper involvement in learning.
- 2) A curriculum which builds a bridge to the living community and allows students to draw on the extraordinary talents of people living in this area.
- 3) A curriculum which adapts to various learning styles and inclinations of students, and honors the creative, artistic types of individual as much as the rationalistic, intellectual types.
- 4) An ambiance which cultivates student responsibility and decision-making in affairs which are crucial to their own lives and self-development.
- 5) A greater connection to nature and ecology.

For many students (obviously not all) the Amherst public school has been a mill which dries out their love of learning and excitement for life - an endurance test to win the diploma. And some come away with ennui or even despair that leads into aimless social life and drinking or drugs.

The Hearthstone Hill Charter School aims to address these essential social and learning concerns while maintaining academic quality. By all means, please endorse this thrust. The people spearheading this charter school are intelligent and visionary. Such a school coming into being in this area would be a great blessing for many families.

Sincerely,

Bruce Brown

Hearthstone Hill Charter School

For Grades 7 - 12

Union #28 school district

Leverett, Shutesbury, Wendell, New Salem, Erving
and nearby communities

to: Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

I sign in support of the proposal from the group of parents, educators, students, artists, and community members to Dr. Piedad Robertson, Massachusetts Secretary of Education, to create a small public junior/senior high school based on the thematic interdisciplinary studies model and founded on the commitment to 1) positive regard for all individuals, 2) self discovery and self expression, 3) the practice of earth stewardship, and 4) family, school, and community partnership.

Signature	Category	Address
<i>[Signature]</i>	parent/educator	40 Southpoint Dr.
Kari LePortiere	parent	40 Southpoint Dr. Amherst MA 01002
<i>[Signature]</i>	professional	Faber Rd Shutesbury 01072
<i>[Signature]</i>	parent	5 Shore Dr Shutesbury 01072
Johi Shroyer	parent	65 Richardson Rd Leverett MA
<i>[Signature]</i>	parent	16 Denon St. 10th Floor, MA 01347
<i>[Signature]</i>	parent	129 Montague Rd Wendell, MA 01379
Hal Shroell	parent	P.O. Box 64 Wendell 01379
Jesse Merrick	parent	P.O. Box 174 Shutesbury, 01072
Candyn Caffa	parent	P.O. Box 911 Wendell 01379
Sidney Palky	parent	15 Chestnut Hill Leverett
Rob Skelton	parent	Box 863 Wendell MA 01379
Sher Van Tran	health worker	30 No. Maple Florence MA 01060
EVAN PERKINS	STUDENT	65 RICHARDSON RD 01094
Laura Raloff Castellano	parent - arts educator	32 Farrar Rd Shutesbury 01072

Charter School For Grades 7-12

Union 28 School District (Leverett, New Salem,
Shutesbury, Wendell) and nearby communities

I sign in support of the proposal from the group of parents, educators, students, artists, and community members to Dr. Piedad Robertson, Massachusetts Secretary of Education, to create a small public junior/senior high school based on the thematic interdisciplinary studies model and founded on the commitment to 1) positive regard for all individuals, 2) self discovery and self expression, 3) the practice of earth stewardship, and 4) family, school, and community partnership.

Signature Category Address

Deborah Wilson	parent	135 Baker Rd., Shutesbury
Don Karp	EDUCATOR	BAKER RD, SHUTESBURY
Henry Iple	educator	72 Baker Rd, Shutesbury MA
Zenda Bremer	Teacher	Baker Rd. Shutesbury Ma 01072
Donna Costello	artiste teacher	324 N. Leverett Rd, Leverett, MA 01054
Jesse Whit	community member	Baker Road Shutesbury
Stephan Swengel		145 Baker Rd Shutesbury MA 01072 Educator Artist.
Mimi Lepore	educator	145 Buffam Rd Polham, C1007
Christen Diaper	parent	79 Baker Rd, Shutesbury 01072
Margaret Young	apprentice	Baker Rd Shutesbury 01072
Duffy McMillan	community member	Baker Rd, Shutesbury MA 01072
Sam Cutler	artist apprentice	Baker rd., Shutesbury MA 01072
Emily Anton	gardener	Baker Rd Shutesbury 01072
Angie Callais		72 Baker Shutesbury MA 01072
W Bruce Wilson		135 Baker Rd Shutesbury MA 01072
Paul Diaper	parent	79 Baker Rd. Shutesbury MA 01072

Hearthstone Hill Charter School

For Grades 7 - 12

Union #28 school district

Leverett, Shutesbury, Wendell, New Salem, Erving
and nearby communities

to: Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

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Signature

Category

Address

<i>[Signature]</i>	parent educator	40 Southpoint Dr. Amherst MA 01002
Kari LePortre	parent	40 Southpoint Dr. Amherst MA 01002
<i>[Signature]</i>	professional	Box 863 Shutesbury MA 01072
<i>[Signature]</i>	parent	5 Shore Dr Shutesbury 01072
John Sherry	parent	65 Richardson Rd Leverett MA
<i>[Signature]</i>	parent	14 Denon St. Lake Placid, MA 01347
Robert Smith	parent	129 Montague Rd Wendell, MA 01379
Hal Shwelf	parent	P.O. Box 64 Wendell 01379
Jesse Merrick	parent	P.O. Box 174 Shutesbury, 01072
Candyn Calks	parent	P.O. Box 911 Wendell 01379
Sidney Palky	parent	15 Chestnut Hill Leverett
Rob Skelton	parent	Box 863 Wendell MA 01379
Sher Van Tran	health worker	30 No. Maple Florence MA 01060
EVAN PERKINS	STUDENT	65 RICHARDSON RD 01094
Laura Palky Castellano	parent - arts educator	32 Farrar Rd Shutesbury 01072

STUDENTS

Hearthstone Hill Charter School

For Grades 7 - 12

Union #28 school district

Leverett, Shutesbury, Wendell, New Salem, Erving
and nearby communities

to: Executive Office of Education
Piedad F. Robertson, Secretary
One Ashburton Place, Room 1401
Boston, MA 02108

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Signature	Category	Address
Sophie Bennett	student	Richardson Rd Leverett
Dina Fesle	Student	Main St Wendell
Rebecca Howe	Student	135 Baker Rd. Mass
Sarah Howe	Student	135 Baker Rd. Mass
Soyce Raymond	student	72 Baker rd MASS

NARRATIVE STATEMENT

MARA HALPERN is a certified secondary health teacher, in addition to being a school guidance counselor, school adjustment counselor (social worker) licensed by the Department of Education and Division of Youth Services, and licensed mental health counselor (therapist). She spent many years in the San Francisco Bay area where she worked as a community health educator, coordinating special projects in clinics, prisons and hospitals as well as independently teaching, consulting and counseling. She is the mother of three sons, ages twenty-two, sixteen, and five years old and has been quite involved in her childrens' public school education in the Amherst area. In 1987 she collaborate with a group of families who designed an alternative work-travelling semester in conjunction with the alternative learning program at Amherst Regional High School.

Mara's experience in the public schools has been in both elementary, junior, and senior high schools in New York and Massachusetts. She has had extensive experience working with children and adolescents, and their families within school settings. She has led support groups for children and teens with any of the following focuses - self-concept, substance abuse (for self or family member); divorce and family changes, general school and study improvement; personal health and relationships and others. She has also led workshops on the preceding topics for parents and the community. At her last position in the public schools, she was asked to be the crisis counselor for the district, the coordinator of child abuse and neglect reporting, and the home schooling coordinator between the district and homeschooling families.

In 1980, Mara was a founding member of the Eastbay Childbirth Center, in Oakland, CA and was program director of a three year grant funded by the California State Health Department to lower the infant mortality rate in poor areas of Oakland. She has also worked as a residential staff counselor in three runaway shelters for court-dependent and troubled youth.

At the present time, Mara is sharing her time between family responsibilities, part-time post-Master's work in family therapy, and a small private practice for counseling, housing advocacy and educational consulting.

NARRATIVE STATEMENT

Penelope Newcomb is a choreographer, counselor, and educator living in the Northeast Kingdom of Vermont. Formerly a member of the internationally acclaimed Trisha Brown Dance Company, she directs ALL MY RELATIONS, a program for children teaching native concepts and earth stewardship through the arts and producing multicultural, multigenerational performing arts festivals celebrating seasonal themes, and WARRIORS OF THE RAINBOW, an earth conscious community wellness/creative arts program for teenagers. She has studied traditional Afro-Cuban folkloric dance and music in the U.S. and at the Conjunto Folklórico Nacional and the Escuela Nacional de Arte in Havana, Cuba, and teaches and performs Afro-Cuban folkloric dance. She is a trained Psychosynthesis therapist with an MEd in Counseling from the University of Massachusetts, and offers workshops, residencies, and ceremonies of living.

Penelope and her younger sister were raised on a dairy farm in Virginia by well educated parents, land rich, money poor. Her mother, without a high school degree, founded and directed a country day school. Her father, a Harvard graduate, was a retired journalist, a horticulturalist, scholar, and farmer. Her large and beloved extended family includes many teachers and an enriching sprinkling of musicians, artists, dancers, writers, and woodworkers, most of whom have green thumbs and strong connections to place and to the land.

In the early 70s she moved from NYC to join a community of craftspeople in rural Vermont where she experienced deep bonding with the earth. This experience inspired and informed her life and work. She has been an organic gardener and wildcrafter since 1972, and is a certified herbalist. She has taught herbalism for teenagers at Rowe Senior High Camp. She has studied and worked with many Native American and other indigenous teachers. Having experienced the importance of place and roots, tribal living, and "community" that includes not only people, but also the plants, animals, rocks, winds, waters, stars, sun, moon, and the land with whom people are webbed, she has used an inheritance she received at the age of nineteen to help a number of communities and individuals to develop, preserve, or protect roots by "acquiring" land. She considers herself native American not by birth or by adoption, but by her own experience. In 1992 at Wolf Song II, World Peace Council of Indigenous Elders in West Point, TX, she was appointed a peace elder for her work with people and communities.

J. GARY BERNHARD
109 Montague Road
Shutesbury, MA 01072
(413) 259-1235 (h)
(413) 545-0844 (w)

PERSONAL

Date of Birth: March 21, 1946
Married, two children

EDUCATION

- Ed.D., 1984, University of Massachusetts, Amherst, MA.
Dissertation Title: An Evolutionary Perspective on Children's Learning.
- M.A., English Literature, 1970, University of California at Los Angeles, Los Angeles, CA.
- B.A., English Literature, 1967, Brigham Young University, Provo, UT.

EXPERIENCE AND EMPLOYMENT

University Without Walls, University of Massachusetts, Amherst, MA.

Director, 1988 - Present: Responsible for the operation of a 14-person department serving 250 -300 students. Administer a \$375,000 budget, supervise faculty and staff, and serve as the primary liaison between the University Without Walls and other academic and administrative units in the University of Massachusetts. Supervise program development, long range planning, and outreach activities. Teach regular classes and advise working adult students.

Associate Director for Program Development, General Education, and Outreach, 1984 - 1988: Responsible for the UWW/UMass off-campus learning centers in Worcester and Springfield. Supervised the Center Coordinators and provided leadership in the development of new projects. Initiated and managed a collaborative adult general education program with a community college in Springfield, managed an on-site degree program at a General Motors plant in Framingham, MA. Managed personnel at several different levels, wrote proposals, prepared budgets, and evaluated program development efforts.

Coordinator of Student and Administrative Services, 1979 - 1985: Responsible for recruitment, publications, admissions, registration, records, and the creation and maintenance of an administrative network that assists adult student at the University of Massachusetts. Supervised an assistant and a clerical staff.

Instructor-Academic Adviser, 1979 - present: Developed and taught several new courses and served as an Academic Adviser to many students. Evaluated and revised UWW's credit for prior learning process and rewrote the Prior Learning Handbook for students and evaluators.

School of Education, University of Massachusetts, Amherst, MA.

Adjunct Graduate Faculty, 1988-present. Serve on doctoral committees in the School of Education. Have helped direct research on the minority experience in higher education, the developmental learning center, remedial math for adult learners, new ways of evaluating educational achievement, the reform of language instruction for the Canadian Cree, and female leadership in higher education. I have also served as an outside member of a masters thesis committee in the Nursing School.

Work Experience Classroom, Work Experience Programs (CETA), Fitchburg, MA.

Director, 1977 - 1979: Responsible for the educational component of Work Experience Programs, a regional training project funded by CETA. More than 150 students, both adolescents and adults, received individualized and small group instruction on a variety of levels, from GED preparation to pre-college work. As Director, trained and supervised instructors; provided leadership in the development of curricula in English, writing, and math; and organized the College Preparation Program for gifted and highly motivated students. Negotiated a credit sharing and referral network with six public school systems in the CETA Consortium area.

Instructor, 1975 - 1977: Taught GED preparation and basic skills classes and tutored students individually in math, English, reading, social studies and science.

PUBLICATIONS

Staying Human in the Organization: Our Biological Heritage and the Workplace. (with Kalman Glantz). 1992. Westport, CT: Greenwood Publishing Co.

"Management Theory," (with Kalman Glantz), 1991, in The Sociobiological Imagination. Edited by Mary Maxwell. Albany: SUNY Press.

"Lifelong Learning: Integrating the Liberal Arts and Experience in Adult General Education," 1989. Equity and Excellence. vol. 24 no. 3, fall, 1989. Amherst, MA: University of Massachusetts School of Education.

Primates in the Classroom: An Evolutionary Perspective on Children's Education. 1988. Amherst, MA: University of Massachusetts Press.

"Teaching Strategies for Diverse Adult Students," (with Victoria Jacoby). 1984. The Role of Faculty in Alternative Degree Programs for Adults. Mt. Pleasant, MI: Central Michigan University.

RECENT PRESENTATIONS

"Communities of Adult Learners." Keynote address at NEAR-Net Annual Meeting, Dec. 2, 1994.

"Making 'Evolutionary' Change in Organizations." Claeson Lecture, Western New England Law School. Nov. 26, 1994.

"Staying Human in the Organization." Keynote address at the business education program Forum, Empire State College, Nov. 11, 1993

"Models of Counseling Adult Students That Make a Difference." (with Adrienne Rulnick). Presentation at the College Board Conference on Adult Students, June 10, 1993.

"Human Evolution, Children's Learning and Museum Education." Presentation at the Association of Science Museum Directors Meeting, Tuscon AZ, February 8, 1991.

"Rethinking College Teaching: Curriculum and Pedagogy for Adult Learners" (with Edward Golding). Presentation at the Massachusetts Faculty Development Consortium Meeting, Bridgewater State College, May 25, 1990.

"The Evolutionary Logic of Organizational Reform," (with Kalman Glantz). Presentation at the Human Behavior and Evolution Society Meeting, Evanston, IL, August 24, 1989.

COMMUNITY SERVICE

Commission on the Common Core of Learning, 1993-1994.
Member of the state-wide commission to establish the common goals of public K-12 education for the state of Massachusetts.

School Board, Shutesbury, MA, 1985-1994. Chair, Shutesbury School Committee, 1985 - 1987; Chair, Union #28 School Committee, 1988 - 1993.

Coach, Amherst Area Girls Softball League, 1989 - present.

Long Range Planning Committee, Shutesbury, MA, 1986.

Evaluator and Central Planning Panelist, Community Arts Division, Massachusetts Council for the Arts and Humanities, 1978 - 1981.

Steering Committee, Interagency Council, Fitchburg, MA, 1977 - 1979: The Interagency Council consisted of representatives from the Public Schools, the Probation Office, the Welfare Office, the Chamber of Commerce, local churches and other groups concerned with the problems of youth in the city of Fitchburg.

RESUME
of
John G. Bailey

For the last 15 years John Bailey has devoted his energies towards the creation of alternative social, physical and relationship structures.

Specifically: The development and management of The Ark - an intentional community within a uniquely designed facility in Shutesbury, Mass. Founded in 1980 and dedicated to the creation of intentional extended family in a building designed to accomodate a new social form, this community addresses the short-comings of nuclear and single parent households.

The co-founding and ongoing development of a large scale (100+) social network and support community dedicated to relationship health and growth, gathering for three weekends per year for 13 years. This group is a self-educating group, teaching and learning and practicing relationship skills at all levels.

The development of an alternative insulation contracting business which actively seeks to educate and change the unhealthy and inefficient building practices which have been standard for 50 years or more and promotes the installation of safe, recycled material in new residential construction.

The commitment to lifestyles and forms that support healthy child development have taught that intentional and large scale community in a healthy environment need to be learned and practiced by adults but come naturally to children and that they have more to teach than to learn in these areas.

The learned conviction that relationship health is the foundation upon which all personal and cultural institutions must be founded. Once founded, joy and passion will direct life in ways most beneficial to individuals and the culture in which they live.

Prior to 1980 many skills and abilities were developed as per ancient resume.

WORK HISTORY: 09/80-09/82 Planning Officer, CETA, Northampton, MA
02/80-09/80 Contract Developer, CETA, Northampton, MA
10/78-07/79 Director of Community Services, ACID, Malden, MA
03/79-09/78 Youth Employment Program, Director, ACID, Malden
05/76-09/78 Multi-City Street Counseling, Director, ACID
05/76-09/78 Malden Street Counseling, Director, ACID
03/75-01/76 Malden Street Counseling, Supervisor, ACID
12/75-pres. Real Estate Developer, Self Employed
06/72-02/73 Equipment Installer, NET&T, Boston, MA
06/69-02/72 Medic, U.S.Army, Texas, Georgia, RVN

QUALIFICATIONS: Six years of experience as a management specialist and general-ist in the areas of manpower, contracting, and social services.

The ability to manage staffing, physical plant, purchasing, and employee relations.

Technical writing abilities which include grants, proposals, reports, budgets, evaluations, descriptions and programs.

Contract negotiation expertise involving federal, state, and municipal agencies, private contractors, etc.

Counseling skills specializing in family, adolescent & staff; informally & formally; individual & group; crisis & ongoing.

Mediation skills with ombudsman-type expertise resolving conflict and communication breakdowns of a wide variety.

Proven program development capabilities utilizing all of the above, being successful through all phases from concept, proposal, implementation, management, through to evaluation.

EDUCATION & TRAINING

1980 ROSS (Reducing Occupational Sex Stereotyping)
Worcester Area Educational Collaborative, MA

1980 Improving the Delivery and Effectiveness of Employment Services for Physically Handicapped, Center for Occupational Education, U Mass.

1979 CPT Word Processor Training, Northampton, MA

1978 Adolescent&Family Dynamics Workshop Series, U Mass

1977 Parent Effectiveness Training (PET), ACIO

1976 Crisis&Family Intervention Training, ACIO

1975 Hot-Line Crisis Management Training, ACIO

1973/74 B.S., Psych/Ed, Cum Laude, Boston State College

1974 Student Teaching, 9th grade, Malden Public Schools
Mass Certifiable- Psychology, Math, Natural Science

1973 Undergraduate Residency, Boston State Hospital -

1973 Mass Real Estate Broker License, Lee Institute

1972/73 Advanced Bell Electronics Training, Bell Telephone

1971 Welding-transition training, US Army

1969/72 Medic, Oral Surgery, Supply Training, US Army

1968/69 A.A., Liberal Arts, Cum Laude, Northern Essex C.C.

1966/68 Mathematics/Chemistry major, U Mass @ Amherst, MA

1962/66 College Tract, North Reading H S, MA

HONORS AND DISTINCTIONS

1973/74 President's List - Boston State College, Spring

1973 Dean's List - Boston State College, Fall

1975 Graduated Boston State College - cum laude, January

1971 Army Commendation Medal

1971 Republic of Vietnam Campaign Medal

1971 Vietnam Service Medal

1969 Dean's List - Northern Essex, Spring

1969 Graduated Northern Essex - Honors

COMMITTEE/

ADVISORY

BOARD WORK: Tri-City Area Board - DMH

Alcohol Awareness Task Force - Malden

CAP Development Advisory Board

Malden Youth Commission Advisory Board

Human Values Curriculum Development Committee - Malden

North Shore Outreach Workers Collective

North Shore Health Planning Council

HEARTHSTONE HILL

CHARTER SCHOOL

FOUNDING CORE GROUP

name	Safiya Fox
street address	106 Farley Road
city	Wendell
state	MA
zip code	01379
telephone	508-544-3462
signature	Safiya Fox
title	Educator & Parent

name	MARA L. HALPERN
street address	60 AMHERST ROAD
city	LEVERETT
state	MASS.
zip code	01054
telephone	413-548-9617
signature	Mara L. Halpern
title	HEALTH EDUCATOR AND COUNSELOR

name	J. GARY BERNHARD
street address	315 MONTAGUE RD.
city	SHUTESBURY
state	MA
zip code	01072
telephone	(413) 259-1235 (H) (413) 845-1378 (W)
signature	J. Gary Bernhard
title	Director, University Without Walls

HEARTHSTONE HILL

CHARTER SCHOOL

FOUNDING CORE GROUP

name	Penelope Newcomb
street address	P.O. Box 87
city	E. Charleston
state	VT.
zip code	05833
telephone	
signature	
title	Educator and Artist

name	John G. Barley
street address	91 Baker Rd.
city	Shutesbury
state	MA
zip code	01072
telephone	413-559-1701
signature	John G. Barley
title	

name	
street address	
city	
state	
zip code	
telephone	
signature	
title	

HEARTHSTONE HILL CHARTER SCHOOL

FOUNDING COALITION MEMBERS

name	Edgar Pless
street address	Baker Rd
city	Amherst
state	MA
zip code	01002
telephone	259-1073
signature	Edgar Pless

name	JOSEPH WRIGHT
street address	Box 44
city	SHUTESBURY MASS
state	MASS.
zip code	01012
telephone	259-1821
signature	Joseph Wright

name	Christeen Draper
street address	Baker Rd
city	Shutesbury
state	MA
zip code	01072
telephone	259-1845
signature	Christeen Draper

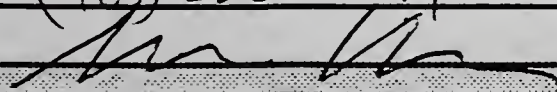
name	ROBERT S. Raymond
street address	72 BAKER ROAD
city	SHUTESBURY, MASS
state	
zip code	01072
telephone	413-259-1748
signature	Robert S Raymond

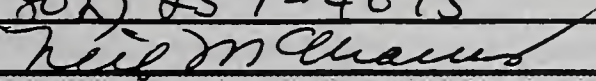
name	Rosemary Sheola
street address	Locke Hill Road
city	Wendell
state	MA
zip code	01379
telephone	508-544-6038
signature	Rosemary Sheola

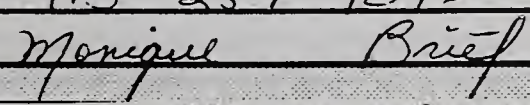
HEARTHSTONE HILL


CHARTER SCHOOL

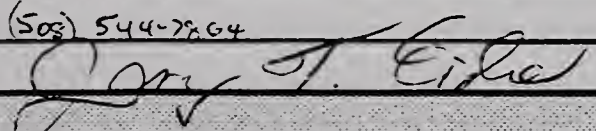
FOUNDING COALITION MEMBERS

name	IMRE KEPES
street address	11 ARNOLD RD
city	PELHAM, MA
state	MA.
zip code	01002
telephone	(413) 256-8094
signature	

name	NEIL MCMAHUS
street address	7 CROSS ST.
city	BRATTLEBORO
state	VT.
zip code	05301
telephone	(802) 257-4075
signature	

name	Monique Brief
street address	3 Lenoxett Road
city	Shutesbury
state	MA
zip code	01072
telephone	413 259 1396
signature	

name	MOLLY KAYNOR
street address	57 OLD STAGE RD.
city	WENDELL
state	MASS.
zip code	01379
telephone	(508) 544-7864
signature	

name	Jerry T. Eide
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city	Wendell
state	Mass.
zip code	01379
telephone	(508) 544-7864
signature	

HEARTHSTONE HILL

CHARTER SCHOOL

FOUNDING COALITION MEMBERS

name	Anna Broderick
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city	Greenfield
state	Massachusetts
zip code	01301
telephone	413-773-5157
signature	Anna Broderick

name	Jane Tingle Broderick
street address	39 Turners Falls Road
city	Greenfield
state	Massachusetts
zip code	01301
telephone	413-773-5157
signature	Jane Tingle Broderick

name	
street address	
city	
state	
zip code	
telephone	
signature	

name	
street address	
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signature	

name	
street address	
city	
state	
zip code	
telephone	
signature	

HEARTHSTONE HILL CHARTER SCHOOL

FOUNDING COALITION MEMBERS

name Deborah Wilson
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city Shutesbury
state Massachusetts
zip code 01072
telephone 413 256-1783
signature Deborah Wilson

name CHRISTOPHER YERLIG
street address P.O. Box 523
city SHUTESBURY
state MA
zip code 01072
telephone (413) 259-1605
signature Christopher Yerlig

name Julie Rypysc
street address 133 Shutesbury Rd
city Pelham
state MA
zip code 01002
telephone (413)-253-7339
signature Julie Rypysc

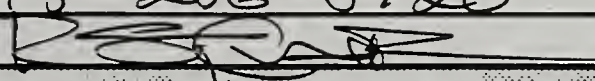
name Sharon Raymond
street address 72 Baker Road
city Shutesbury
state Mass.
zip code 01072
telephone 413-259-1748
signature Sharon Raymond

name Paul Draper
street address 79 Baker Rd
city Shutesbury
state MA
zip code 01072
telephone 259-1845
signature Paul A Draper

HEARTHSTONE HILL CHARTER SCHOOL

FOUNDING COALITION MEMBERS

name	Katherine H. St. Clair
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city	Pelham
state	Mass
zip code	01002
telephone	413-256-8720
signature	Katherine H. St. Clair

name	RICHARD M ST. CLAIR
street address	7 So Valley Rd.
city	PELHAM, MA.
state	MASS.
zip code	01002
telephone	413-256-8720
signature	

name	Nathaniel Hobbie
street address	South Deerfield Rd.
city	Lenox
state	MA
zip code	01341
telephone	(413) 369-4673
signature	Nat Hobbie

name	
street address	
city	
state	
zip code	
telephone	
signature	

name	
street address	
city	
state	
zip code	
telephone	
signature	

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EXAMPLES OF WORKSHOPS, COURSES, AND CLASSES TAUGHT BY
PARENTS AND MEMBERS OF THE COMMUNITY

7
*WILDTHINGS: AN INTRODUCTION TO HERBALISM This course offers guided nature walks and field trips for the purposes of wild plant identification and wildcrafting, a study of herbal therapeutics for the body systems through assigned readings and class discussions, herbal preparations for first-aid, medicine kits, etc. (beverage and medicinal teas, tonics, massage oils, salves, tinctures, foods, smudgesticks, dream pillows, sachets, cosmetics...) The theoretical basis of our work is wholistic with philosophy and herbal lore from personal experience, and from Native American and other traditions. Participants will have an opportunity to explore contemporary ritual and ceremony.

Teacher: Penelope Newcomb

ROOTS AND PRINCIPLES OF ECOLOGICAL ARCHITECTURE

A plant's morphology or the generation of its form responds directly to natural influences. Diverse temperatures, wind conditions, solar radiation, soil composition, and precipitation compositely affect the plant's growth and resultant form. For example, in direct response to the desert's dry heat, the saguaro cactus is cylindrical and, therefore, has minimal surface in relation to its mass or volume. Because it has ten times less surface area than most deciduous plants, its rate of transpiration is substantially reduced, thus enabling it to retain great quantities of water during long periods of draught.

Animals conform to natural influences by adapting physiologically, by adjusting their daily and seasonal schedules accordingly, and also by building rather ingenious structures. The macrotermis termite, for instance, builds a durable communal mound enveloping an intricate three-dimensional pattern of vaults, arches and chambers which provide a practical definition of space for various activities. Most amazingly, the termites' communal structure incorporates an enclosed system of radiating air ducts which develop convection currents to control naturally the temperature and oxygen supply - a natural air conditioning system.

Some people also have learned to build in harmony with nature. The Chinese of Honan have carved entire subterranean settlements which are geothermically conditioned - cool in summer and warm in winter. Italian hill towns were built compactly of stone, an indigenous material. The settlers of Iceland built turf houses which were both modest and ecologically sound.

We will learn from these valuable examples and methodically develop a design vocabulary which can be integrated with appropriate technology resulting in building designs which are responsive to environmental influences. In other words, we will develop principles of "ecological architecture". We will design buildings to conform to principles, vocabulary and patterns associated with green architecture. These include: flat roofs for patios and plants, passive solar design, geothermal heating, non-toxic materials, and so on. The information will be presented in a basic and informal way, assisted with the use of visual aids, drawings, and slides.

Students will be asked to design and construct models of a house, and green house, as well as other building types.

Teacher: Tulio Inglese, Architect and Nacul Center Staff

WORKSHOPS IN THE ARTS

THE DRUM: HEARTBEAT OF THE WORLD Drawing mainly from Afro-Caribbean styles, these classes in hand drumming will cover basic technique, traditional polyrhythms, drum lore, rhythmic theory, history as it applies to the material studied, improvisational ideas, and will relate the material to contemporary popular music from Rap to Reggae. Participants learn to play parts and to solo within a form, as well as having opportunity to jam. Students need no prior experience. Some drums will be provided. We will be playing Conga and Ashiko drums, and percussion instruments such as bells, claves, bongos, shekeres, sticks, guiro, etc.

Teacher: Jeff Hinrichs

DRUM-MAKING Participants may wish to make their own drums. With help from woodworkers in the community, this may be arranged.

AFRO-CUBAN DANCE Participants work on creation of dances (that is to say choreographies with songs, drumming, and other musical accompaniment) celebrating our connection with Mother Earth and the forces of nature. Drawing mainly from traditional Afro-Cuban dance styles and from contemporary post-modern choreography, we will develop a repertory of traditional and innovative material for four performances a year, each with a seasonal theme.

Classes will cover basic technique, traditional polyrhythms, songs, dances, cultural concepts relating to material studied, and improvisational ideas and exercises.

In 1993-94 the class, 10-15 teenagers from Lake Region High School, offered four public performances in schools and nursing homes of an hour long Halloween Show celebrating autumnal themes with original choreographies for the harvest, the wind, the ancestors, and skeletons. For the winter season the class performed "The Boot Dance", a choreography for Sorrell boots, and "Song for Obatala", an Afro-Cuban orisha representing experience, wisdom, and coolness at The Longest Night and the Return of the Light: a Midwinter Celebration for the Community in Barton, VT. This celebration included an afternoon Seed Exchange, Community Potlatch Dinner, and evening of multicultural performances celebrating the safekeeping and return of the light.

Teacher: Penelope Newcomb

INTRODUCTORY VIDEO WORKSHOP Students review the mechanics of the camera: lens, aperture, filters, and whatever special effects the camera may have, then go over basic filming techniques and terms such as zoom shot, panning, close-up, medium shot, establishing shot, etc. Pacing, the effects of lighting, and the use of ambient sound will also be included. Finally we will introduce microphone techniques.

After the mechanical aspects have been dealt with, we will discuss different approaches to filming. What do students expect to learn through filming? What kind of film might they want to make? Narrative, documentary, impressionistic, etc.? Then we will look at some films illustrating different approaches.

Teacher: Katherine St. Claire

VIDEO MIRRORS

Powerful images assail us everyday - in the newspapers, on television and in advertising. These images are produced by corporations and organizations with large budgets and huge staffs of people. Often these images do not reflect back to their viewers very much that represents themselves. Much of our lives, our selves, our dreams are left out - and may, therefore, begin to seem insignificant.

Individuals can participate in this process by creating their own images using inexpensive cameras and themselves as producers, "talent" and writers. Learning to use basic video cameras to create images that reflect themselves - that mirror their own truths and dreams - can be very powerful. The course I teach encourages students to tell their own stories and express their own reality. The emphasis is on developing ideas and expression of those ideas rather than on producing broadcast video. Students become visually literate as they work with images and sound together, weighing the emphasis that occurs when certain visual choices are made. We make use of what we have around us. Pictures from magazines and TV, music we make ourselves form parts of the structure of a production. Students also become familiar with the workings of the camera: aperture settings, correct lighting, use of camera or extended microphone. Detailed scripting and planning enable us to create projects "in the camera" rather than spending long expensive hours on an editing system.

Analysis of our own images and those on television and in movies is also a large part of the course. How do public and corporate images shape our view of the world? How does creation of our own images change these perceptions? Learning to develop an idea, thinking creatively and independently are powerful ways to take control of self-expression. Knowledge of the structure of a news broadcast or an advertising spread can effectively demystify the power of "the media" and help students to see it as simply one more element in the public debate.

At the end of the course students will be much more sophisticated media consumers. They will also have experience in the collaborative process of production which clarifies ideas and provides opportunity to work through differences and create a cohesive piece with a single point of view. Many projects will be very personal while others may take on a community or national issue. Some will be purely visual pieces such as video poems. More extensive projects may involve developing interview skills and the detailed work that results in a documentary piece. All will result in students thinking deeply about their place in the world and how important they and their ideas can be.

Teacher: Katherine St. Claire

STORYTELLING "My Life is a Healing Story" is a workshop in which the participants develop and tell their own life story to the group.

Facilitator: Medicine Story Talbot

SHIELDMAKING Participants fashion a personal shield in any

concrete medium. In this context "shield" is not meant to defend but to express and represent who one is. Individual experience, symbolism, family cultural and religious traditions, choice of mediums are prominent.

SELF MASK-MAKING In three guided sessions participants make plaster of Paris masks of each other's faces, then design the private inner surface and the public outer surface of their own mask.

Guide: Mandy Howe

ART MEDICINE Students choose their own mediums in art ... beading, printmaking, painting, drawing, whittling, carving, clay, ritual garments, drum-making, murals ... and develop a body of work through their own process rather than through assignments. Individuals are guided to use resources such as artists' books, works of art, any visual material, personal experience, objects, environment. During weekly discussion students present their work, sharing intent, process, and resource material. The group dialogues and offers feedback. ART MEDICINE is meant to be a vehicle for exploring a personal approach to artmaking and creativity.

Teacher: Jane Broderick

CANOE BUILDING Using a succession of graduated wooden forms to which they staple an elliptical center piece and 1/4 inch strapping, then adding layers of fiberglass inside the mould, gunnels, seats, and final coats of marine varnish, students fashion a durable 16 foot canoe and laminated paddles. This project requires about two weeks of steady teamwork. The canoe built in autumn 1987 was christened Moonshadow, and launched during the rising of the full harvest moon in the Connecticut River.

Teacher: Keith Quarrier of Acworth, NH

PRIMITIVE POTTERY Part One: With the objective of gaining hands-on appreciation of primitive pottery, students will dig clay from the banks of the Connecticut River, make pots using several hand-building techniques, and fire them on the ground with wood. Part Two: More in depth hand-building techniques will be explored, including use of the potter's wheel, and students will kiln fire their pots.

Teacher: Lorna Kepes

INDIVIDUAL AND COMMUNITY WELLNESS PROCESSES/SOCIAL SKILLS

CONFLICT RESOLUTION This model is the result of synthesizing many skills for conflict resolution into a clear, teachable format which can be learned in eight 30-45 minute sessions with daily reinforcement from teachers and staff. It requires a set of complex skills which can be learned with modeling and practice, by children, young people, and adults. Key concepts of the model are:

- 1) To learn to "freeze" or stop the behavior. Freezing provides an alternative to the symmetrical escalation which happens so quickly in fights.

- 2) To build in time and opportunity for a cooling off period after which creative problem solving is more likely to happen, as conflicts are rarely resolved peacefully in the heat of anger.

- 3) To learn to identify or to define the problem. Often children and adults end up fighting over a complete misunderstanding or miscommunication. To help define the problem, two skills are used. Students are taught to make "I feel" statements, and to "reflect back" to the other person what s/he sees as the problem. This teaches empathy and requires each person to acknowledge the other person's point of view.

- 4) To brainstorm "win/win" or "give/give" solutions. This necessitates moving from stuckness or automatic, habitual responding to generating creative solutions which, again, must take into account self and other. It usually involves compromise, negotiation, or sharing.

- 5) To end with a smile, handshake, hug, or written agreement. Like a mini-ritual, this provides for a sense of completion, closure, and the space to move on.

The key to success in building a school based conflict resolution program is to have the school as a whole engaged in and modeling the skills and approaches taught to the students. A crucial part of learning the model is for students to bring what they are learning home to their families. The arts may be used as a vehicle to help teach and reinforce the model.

Designer/Teacher: Susan Theberge

PEER COUNSELING Principles and techniques of co-counseling drawn from Re-evaluation Counseling are presented to the group for discussion and practice. Participants partner up during the week to co-counsel each other.

Teacher: Medicine Story Talbot

BROTHERS' AND SISTERS' COUNCIL This is a facilitated peer council circle for high school students, designed to address issues of personal and global importance. Meeting weekly, we use a traditional Native American format - the Circle and the passing of a Talking Stick. Each person has an opportunity to speak and to be heard with respect as the talking stick is passed around the circle.

Additional Councils such as Fishbowls, Men's, Women's, Parents' and Open Councils may be scheduled with your invited guests and the agendas you choose. This offers you a chance to hear the thinking of other people on topics that you wish to discuss. Facilitator: Penelope Newcomb Co-Facilitator: Participant

Tulio Inglese was born in Roccacaramanico, Italy, in 1938. He emigrated to the United States in 1947 with other World War II refugees. He received his education at Wentworth Institute of Technology, the University of Oklahoma, and the Massachusetts Institute of Technology. He has worked as an architectural designer/drafter for Harvard University and well known architects including Warren Callister, Walter Gropius, and Paolo Soleri whom he considers to be his "mentor and continual source of inspiration". Mr. Inglese is a practising architect in Amherst, MA, and director of Nacul Center for Ecological Architecture, which he founded in 1970. In this capacity, he works with students and interns on designs of solar buildings, sustainable communities, cooperative housing, and other socially responsible projects. Their projects have received numerous awards and have been the subject of several television presentations including the half-hour special "Blueprints for the Future".

Medicine Story Talbot (Manitonquat) is storyteller and keeper of the lore of the Wampanoag Nation of Massachusetts, and spiritual leader of the Assonet band. He has been a professional actor, director, and dramatist. Formerly a writer and editor with the international journal Akwesasne Notes, the traveling native educational groups White Roots of Peace and Voices from the Earth, the North American Indian Spiritual Unity Movement, he recently published "Back to Creation". Story is a co-founder of the Tribal Healing Council and the Mettanokit Community, a member of the Association for Humanistic Psychology and a teacher and international representative of Re-evaluation Counseling. He leads a weekly open council and sweat lodge for native men and their allies in five state prisons, lectures and leads workshops internationally on community, counseling, childraising, men's liberation, storytelling and creativity, and performs as a storyteller. He is a much loved and vital elder, an ally to people of all ages, and the parent of two children.

Jane Tingle Broderick is a visual artist with a BFA degree from Pratt Institute. Her work has been exhibited in MA, NY, and Houston. She is a MA State Fellowship recipient and taught on the faculty of the GWVS Art Museum, the Amherst School of the Arts, and as an artist-in-residence in public schools. She has incorporated personal experience in Jungian therapy into her current Art Medicine practice, working with groups and individuals of all ages. Art Medicine projects appear in a monthly column in OUR KIDS AND TEEN magazine, Charlotte, NC. She taught Personal Art for ALPS credit to ARHS students in 1987-89.

Jeff Hinrichs has been performing and teaching in the Pioneer Valley of Massachusetts for 14 years, working with Pop bands and as a dance accompanist. He has several recording credits and has released a 90-minute cassette of drum music entitled "Full Sap Moon". He currently teaches Afro-Caribbean Drumming privately and at public middle and high schools

Katherine St. Claire has taught dark room photography and video production at Mount Holyoke College for several years. She has produced several video documentaries of her own and in collaboration with other video-makers. After many years of watching children (her own and many others) become engrossed and somewhat enslaved by the images they see on television and in advertising, she finds it important to help kids and adults to open up these images and tear them apart. Recently she has explored issues of media literacy by taking courses and workshops with television analysts and video producers at UMass in Amherst and at the Boston Video Studies Foundation.

Susan Theberge, A.B.D., M.A., M.Ed., is a Certified School Guidance Counselor. Susan is currently a School Adjustment Counselor and is writing a dissertation on peer mediation in the school setting. She has developed and field tested conflict resolution curriculum since 1984, and trained teachers, students, and parents in conflict resolution since 1985.

Jane Tingle Broderick is a visual artist and educator. She received a BFA from Pratt Institute and is a candidate for an M.Ed. from Norwich University in Vermont. The study in Creativity and Human Development has a particular focus on the importance of 'vision' in development. Her graduation date is in the Spring of 1996. Jane is a Massachusetts State Fellowship Recipient. She taught at the George Walter Vincent Smith Museum and the Amherst School of the Arts. She has maintained an ongoing private teaching practice for individuals of all ages, most recently focussing on after school art programs for young children. Currently providing Artist-in-Residence programs to public schools and community programs, Jane designs projects for the integration of classroom curriculum. A teacher training program is scheduled with each residency to assure the passing on of skills and the continued use of arts in the schools. Her goal is to introduce the arts as an important tool for learning and personal growth. Her published curriculum simplifies and demystifies the creative process. Through this material Jane hopes to reach a broad spectrum of individuals who have not yet experienced the potential the arts have to offer. Her printed material has been published in a variety of periodicals including *Our Kids and Teens Magazine* in Charlotte, NC..

Earth-Conscious Arts

Earth-Conscious Arts programs guide the students into the environment for inspiration and materials with which to create. They are encouraged to collect recycled and found materials from home, school, nature and community. This search begins the personal process of discovery that will initiate and motivate the student to express and create from experience. The collecting and creating process will tie together studies in the clusters with experiences at home, thus making a link between the two. This link is essential for kids today whose home experience has been isolated from their school experience.

History and myth will be introduced as the kids bring in their own stories surrounding their collectibles. Through these stories we will design more concrete searches into the collecting of historical and mythological data. The artist is not merely engaged in the making of art but the expression of thoughts and feeling that cross over periods in time. These thoughts are universal. This program will enable students to slow down enough to reflect from this universal source.

The students searches may not be limited to history and myth, for science, math and a whole host of other discipline areas may rise to the surface of a students field of focus.

Students will be encouraged to work independently with guidance and support from Jane and others in the cluster. In meetings with the cluster students will regularly present their work, share intent, process and receive feedback. Some students may choose to collaborate or work in shared mediums. Jane will be available each week to direct lessons in specific techniques as needs arise.

Many creations may take the form of practical and functional objects or craft. This is wonderful because it allows the student to have a direct impact on his practical life. Some creations may be functional within a more ritualistic purpose. For example, the creation of a talking stick for circle discussions or artifacts to support the function of a school or community festival. As students search back in history through their immediate community and through history of other cultures they will discover the deep connection between community, ritual and art. This link is what we will try to open up in the course of Earth-Conscious Art making.

Statement of Intent to Rent Facility to the
Hearthstone Hill Charter School, Inc.

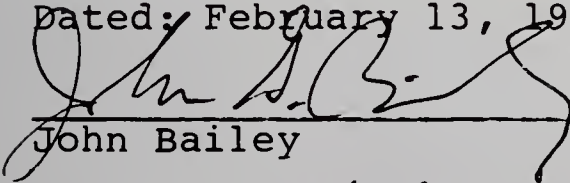
John Bailey is the owner of a large building located at 91 Baker Road, Shutesbury, Massachusetts, containing 4000 square feet of space in the basement and first floor, which building is situated across the road from the Sirius Community. John Bailey and the core group of the Hearthstone Hill Charter School, Inc. have an intent to utilize this space as the main facility of the Charter School. It is their intent that the rent will be twenty-seven thousand (\$27,000.00) dollars per year, and that John Bailey will be responsible for renovations required by the school and all work necessary to satisfy statutory and code requirements for having a school on the premises. Contract will include, without limitation, lease agreement with options to renew for five years, with options to purchase, and with options to terminate on six months notice and such other provisions as are deemed necessary and proper by the parties. It is contemplated that the term of this lease shall commence on July 1, 1995.

This statement of intent does not constitute a legally binding contract; its implementation is subject to working out the contractual details to the mutual satisfaction of the parties and their respective counsel.

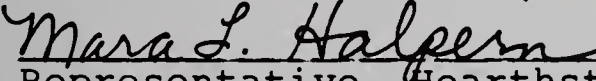
This statement reflects that an appropriate facility, well-located, is available, and that parties have a desire and intent to have the school situated at this facility.

This statement has been reviewed by the undersigned, without counsel, and signed by them as their free act and deed.

Dated: February 13, 1995



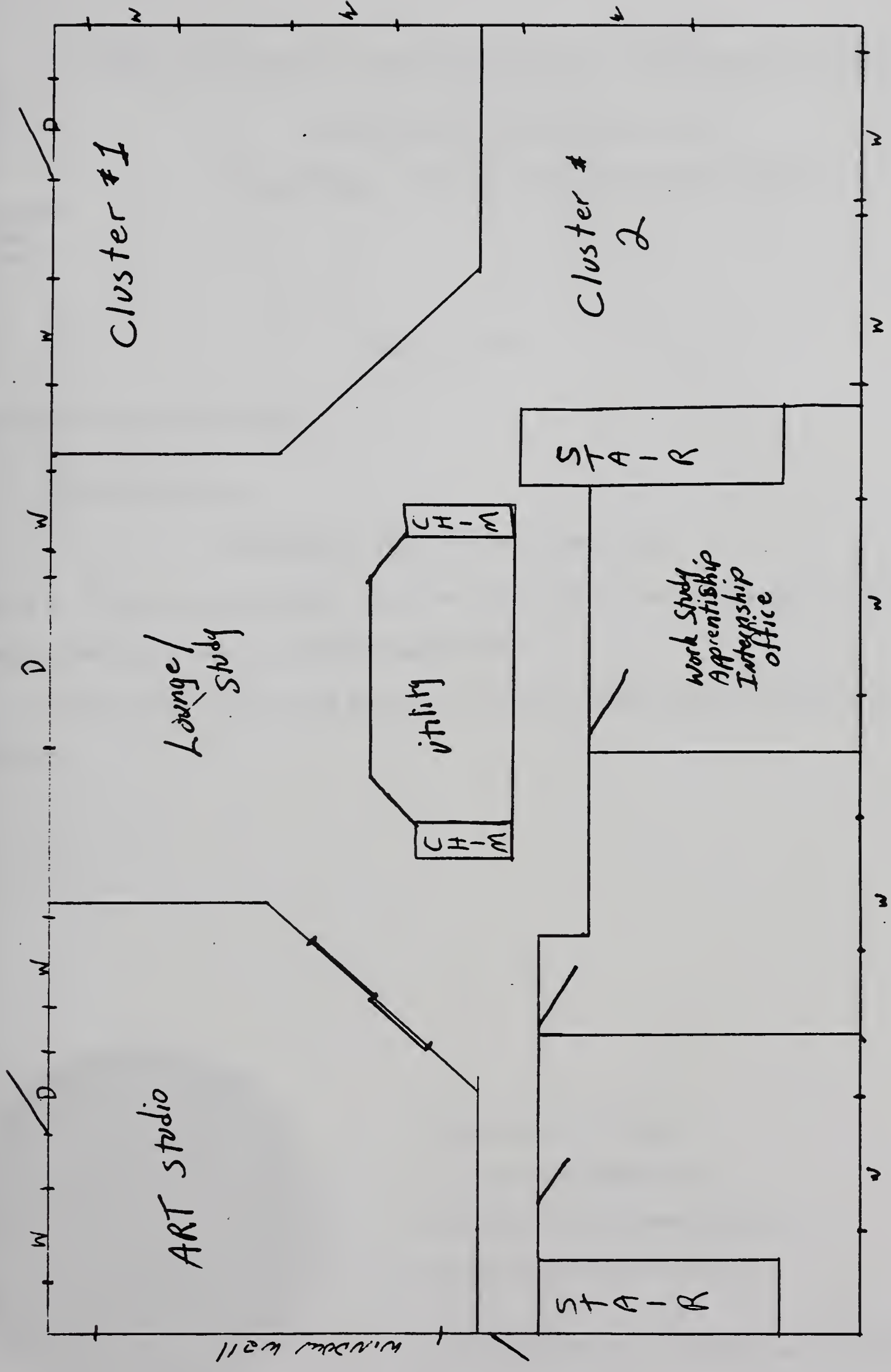
John Bailey



Representative, Hearthstone Hill
Charter School, Inc.

Representative, Hearthstone Hill
Charter School, Inc.

Representative, Hearthstone Hill
Charter School, Inc.





William Francis Galvin
Secretary of the
Commonwealth

The Commonwealth of Massachusetts

Secretary of the Commonwealth

State House, Boston, Massachusetts 02133

February 8, 1995

TO WHOM IT MAY CONCERN:

I hereby certify that

Hearthstone Hill Charter School, Inc.

appears by the records of this office to have been incorporated under the General Laws of this Commonwealth on **February 8, 1985 (Chapter 180)**.

I further certify that so far as appears of record here, said corporation still has a legal existence.



In testimony of which,
I have hereunto affixed the
Great Seal of the Commonwealth
on the date first above written.

William Francis Galvin

Secretary of the Commonwealth

BY-LAWS OF THE HEARTHSTONE HILL CHARTER SCHOOL, INC.

Name. The name of this non-profit corporation is HEARTHSTONE HILL CHARTER SCHOOL, INC.

Office. The principal office of the corporation in the Commonwealth of Massachusetts shall initially be located at a place set forth in the articles of organization of the corporation. The Board of Trustees may change the location of the principal office in the Commonwealth of Massachusetts effective upon filing a certificate with the Secretary of the Commonwealth.

Purposes. The purposes of this corporation are as set forth in the Articles of Incorporation.

Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

In the event that the corporation is issued a charter as a "Charter School" by the Massachusetts Department of Education, it is further stated that the purpose of this Corporation is: (1) to develop innovative programs as a school chartered as part of the public education system in Massachusetts; ((2) to provide through this chartered school opportunities for innovative learning and assessments; (3) to provide parents and students in the catchment area of the school with greater options in choosing schools within and outside their school districts than is presently available; (4) to provide teachers, parents, students and community with a school where innovative methods of educational instruction, school structure and management can be utilized; (5) to develop performance-based educational programs; (6) to provide through the charter school, a system in which teachers and school administrators are accountable for students' educational outcomes.

The powers of the corporation shall include all those powers necessary or desirable for carrying out its purposes.

With reference to powers relating to being issued a charter as above referred to, said powers shall include those set forth in MGLA Chapter 71, Section 89; said powers shall further include but not be limited to the following: to adopt a name and corporate seal, provided, however, that any name selected must include the words "charter school"; to sue and be sued, but only to the same extent and upon the same conditions that a town can be sued; to acquire real property, from public or private sources by lease, lease with an option to purchase or by gift, for use as a school facility; to receive and disburse funds for school purposes; to make contracts and leases for the procurement of services, equipment and supplies; provided, however, that if the board intends to procure substantially all educational services under contract with another person, the terms of such a contract must be approved the the Secretary of the Massachusetts Board of Education, either as part of the original charter or by way of an

amendment thereto; and provided, further, that the Secretary shall not approve any such contract terms, the purpose or effect of which is to avoid the prohibition of this section against charter school status for private and parochial schools; to incur temporary debt in anticipation of receipt of funds; to solicit and accept any grant or gifts for school purposes; to have such other powers available to a business corporation formed under chapter one hundred and fifty-six B that are not inconsistent with this chapter.

It is further stated that no part of the net earnings of the corporation shall inure to the benefit or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding provision of any amended version of the federal tax code, or (b) by a corporation, contribution to which are deductible under section 170(c)(2)(i) of the Internal Revenue Code or the corresponding provision of any further United State Internal Revenue Law.

Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under 501(c)(3) of the Internal Revenue Code, or the corresponding provisions of any future United States Internal Revenue Law. Any such assets not so disposed of shall be disposed of by the Court of Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such above stated purposes.

The corporation is committed to admitting to any charter school students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, or any school administered programs. It honors diversity as a principle to be incorporated into the fabric of the corporation and the school.

Membership. The membership by-law acknowledges that the prime purpose of the corporation at this time is the business of creating and managing a charter school. Persons eligible for membership in the corporation shall include the founding members, parents of students, teachers and staff at the school, and any other persons in the community or outside of the community who are interested in investing their energy in furtherance of the purposes of the corporation. The initial membership shall consist of the founding membership.

Thereafter the membership shall consist of all eligible persons who are chosen as members by a majority of the Board of Trustees. Eligible persons interested in membership shall notify the Board of Trustees of this fact. The Board of Trustees at the annual meeting of the Board or other time designated by the Board shall elect by a simple majority the membership of the Corporation. No "eligible" person shall be refused membership unless evidence establishes that such person's participation is detrimental to the purposes for which the corporation has been established.

The membership or Board of Trustees may establish other bases of eligibility for membership in the Corporation.

Any member may resign from the Corporation by delivering a written resignation to the Board of Trustees.

Annual Meeting. The annual meeting of the members of the Corporation shall be held at a location properly specified by the Board of Trustees on the first Monday in March of each year unless the Board of Trustees establishes an alternative date at a time to be determined at each annual meeting for the ensuing year. The purpose of the meeting shall be to elect a Board of Trustees for the coming year and for the transaction of such business as may be properly come before the meeting.

Notice of Annual Meetings. Notice of the time, place, and purpose of the annual meeting shall be served by mail, or in hand, not less than ten nor more than forty days before the meeting, upon each individual who appears upon the books of the Corporation as a member. Such notice shall be mailed to the member at the address that appears on the books of the corporation. Such notice should instruct the member that should he or she not be able to attend the meeting, another person may be designated by him or her to represent him or her by proxy at the particular annual meeting approaching, and to certify this choice by written instrument signed by the member without which the proxy will not be permitted to vote for the member.

Special Meetings. Special Meeting of the Members, other than those regulated by statute, may be called at any time by the Board of Trustees; upon written request of ten percent of the membership, the Board shall call a special meeting of the membership.

Notice of Special Meeting. Notice of a special meeting, stating the time, place and purpose thereof shall be served by mail upon each member not less than five nor more than forty days before such meeting, and such notice shall be directed to each member at the address shown on the books of the corporation. Such notice shall instruct the member that should he or she not be able to attend the meeting, another person may be designated by him or her to represent him or her by proxy at the meeting, and to certify this choice by written instrument signed by the member without which the proxy will not be permitted to vote for the member.

Quorum. At any meeting of members of the corporation, the presence of one half (1/2) of the members shall be necessary to constitute a quorum for all purposes, except as otherwise provided by law, and the act of a majority of the members present at any meeting at which there is a quorum shall be the act of the full membership, except as may be provided by statute or by these by-laws.

Voting. At every meeting of the members of the corporation, each member shall be entitled to one vote. The vote for the Board of Trustees shall be by written ballot as specified hereinafter. All questions shall be decided by a majority vote of the members present or represented by duly certified proxy, except as otherwise provided by the by-laws or by statute.

Termination of Membership. The Board of Trustees are responsible for assuring that all members who cease to qualify as members or be eligible for membership as defined in the by-laws are terminated as members of the corporation. Resolutions to terminate individuals as members of the corporation must pass by a 2/3 vote of the Board of Trustees, with advance notice of such resolution being forwarded to any member whose status is affected by said Resolution.

Waiver of Notice. Whenever under the provisions of any law or under the provisions of the certificate of incorporation or by-laws of the corporation, the corporation, or the Board of Trustees or any committee thereof is authorized to take any action after notice to the members of the corporation or after lapse of prescribed period of time, such action may be taken without notice or without lapse of any period of time, if at any time before or after such action be completed, such requirements be waived in writing by the members or person entitled to such notice or entitled to participate in the action to be taken.

Removal of Members. Any member may be removed from membership by a 2/3 vote of the Board of Trustees, present and voting in person, or by proxy, at any regular or scheduled special meeting of the Board called for that purpose, for conduct detrimental to the interests of the corporation, or for other good cause shown. Any member proposed to be removed shall be entitled to at least ten days notice in writing of the meeting, to appear before and be heard at such meeting, such notice to be mailed

to the member at the address shown on the books of the corporation.

Board of Trustees. This corporation and the public school operated under any charter granted by the secretary of education shall be managed by a Board of Trustees. The Board of Trustees of this charter school, upon receiving a charter from the secretary of education, shall be deemed to be public agents authorized by the commonwealth to supervise and control the charter school.

Number. The number of Trustees shall not be less than five nor more than nine which number may be changed by a majority of the trustees or of the members in order to provide representation for all the interests and activities which will promote the purposes of the corporation.

Powers. The Board of Trustees shall exercise all the powers necessary and proper to carrying out the business and purposes of the corporation; and preparatory and pursuant to the issuance of any charter, shall exercise all the powers necessary and proper in the development and management of the charter school, which powers without limitation shall include all those set forth in the Educational Reform Act as it pertains to charter schools. Board of Trustees will supervise management of work groups which groups would include a curriculum committee, assessment committee, facilities committee, budget committee, which workgroups will be formed in a collaborative manner tapping all constituencies of the school. Without limitation, the Board will be responsible for approving budgets, oversee fiscal matters, supervise fundraising and all administrative matters, manage fundraising, supervise accounts, supervise the assessment process, manage advisory and curriculum groups, and shall be responsible for keeping the school focused on its overriding mission, purpose and objectives. In fulfilling its purposes, the Board will honor the awareness that collaborative decision-making in consultation where feasible with teachers, students, parents and advisors enhances the spirit, innovation and empowerment underlying the purposes of this charter school.

election. The Board of Trustees shall be elected at the annual meeting for the ensuing calendar year or until the election and qualification of their successors except as herein provided for the filling of vacancies. The election of Directors shall be by written ballot. The initial Board shall be elected by the founding members and shall be five in number unless otherwise determined by the founding members. Trustees shall thereafter be chosen from the membership. In election of Trustees, the members will seek to honor the value of having trustees from diverse backgrounds, with an expertise in many areas. Guidelines will be developed encouraging the inclusion of parents, teachers, community members, advisors, and other interested persons on the Board.

Resignation. Any Trustee may resign at any time by giving written notice of such resignation to the Board of Trustees. Any vacancy on the Board may be filled by election of the Board of a successor to fill the term of the resigning member.

Special Meetings. Special Meetings of the Trustees may be called by the Board at any time agreed upon by the Board.

Notice. Notice of all Trustees' meetings, except as herein otherwise provided, shall be given by mailing the same at least five days before the meeting to the address of the Trustees as they appear on the books of the Corporation, but such notice may be waived by any Trustee. Regular meetings of the Trustees may be held without notice at such time and place as shall be determined by the Board. Any business may be transacted at any Trustees' meeting.

Quorum. At all meetings of the Board of Trustees, the presence in person or proxy of one-half of the total number of Trustees, shall be necessary and sufficient to constitute a quorum for the transaction of business and a majority vote of the Trustees present in person or by proxy shall be necessary before an act shall be the act of the Board of Trustees, except as may be otherwise specifically provided by statute or by these by-laws.

Voting. At every meeting of the Trustees, each Trustee shall be entitled to vote in person, or by proxy duly appointed by an instrument in writing which is signed by the Trustee and which bears a date not more than sixty days prior to such meeting. Each member of the Board of Trustees shall be entitled to one vote. All questions shall be decided by a majority vote of the Trustees present and voting, in person or by proxy, except as specifically provided otherwise by statute or by these by-laws.

Removal of Trustee. A Trustee may be removed by affirmative vote of two-thirds of the Trustees present and voting at any regular or special meeting of the Board called for that purpose, for conduct detrimental to the interests of the Corporation, or for lack of sympathy with its objectives or for refusal to render reasonable assistance in carrying out its purposes. Any Trustee proposed to be removed shall be entitled to at least five days notice in writing by mail of the meeting at which such removal is to be voted upon and shall be entitled to appear and be heard at such meeting.

Officers. The Board of Trustees, as soon as may be possible after its election in each year, shall elect a president, clerk, and treasurer and from time to time may appoint one or more vice presidents, and such other officers, agents, and employees as it may deem proper. These officers shall be chosen from the Board of Trustees.

Term of Office: The term of office of officers shall be one year or until their respective successors are elected and qualify. Any officer may at any time be removed from office with or without cause, except as provided by law, by majority vote of the Board of Directors, at a meeting called for that purpose. If removal of any officer be proposed, reasonable notice shall be provided such officer and an opportunity to be heard by the Board of Directors at the meeting when the removal is to be voted upon. A vacancy in any office arising from any cause may be filled for the unexpired portion of a term by the Board of Trustees.

President. The President shall have and exercise general charge and supervision of the affairs of the corporation; and shall have power and duty to carry into effect all orders and resolutions of the Board. The President, as soon as possible after the close of each fiscal year, shall submit to the Board of Trustees a report of the operations of the corporation for that year and a statement of its affairs. The President shall perform such duties and have such powers additional to the foregoing as the Board shall designate. The Board may elect more than one person to serve as co-president.

Treasurer. The Treasurer shall have the custody of all funds, property, and valuables of the corporation, subject to such regulations as may be imposed by the Board. The Treasurer shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation and shall deposit all moneys and other valuables to the credit of the corporation in such depositories as shall be designated by the Board of Trustees, or, in the absence of such designation, in such depositories as he or she shall from time to time deem proper. He or she shall disburse the funds of the corporation as ordered by the Board, taking proper vouchers for such statements of his or her transactions and accounts as the Board shall from time to time require. The Treasurer shall perform such duties and have such powers additional to the foregoing as the Board shall designate.

Clerk. The Clerk shall be a resident of the Commonwealth of Massachusetts. It shall be the duty of the Clerk to record in books kept for the purpose all votes and proceedings of the members and of the Board of Directors; the Clerk shall maintain at the principal office of the corporation a list of the members of the corporation and their addresses, and also the Trustees and their addresses. The Clerk shall perform all duties specified in these by-laws and in the laws of the Commonwealth of Massachusetts and in addition shall perform such duties and have such powers as the Board of Trustees shall designate.

In the absence of the Clerk at any meeting of the member or the Board of Trustees, a Clerk, pro tempore shall be chosen by the meeting to perform the duties of the Clerk thereat.

Resignation. Any officer may resign at any time by delivering its resignation to the President or the Clerk or to the Board of Trustees at any meeting of the Board.

Standing Committees. The Board of Trustees at its discretion may from time to time establish advisory committees, working groups and standing committees, appoint persons to serve thereon, and delegate to such committees such functions as they shall deem to be in the best interest of the corporation. Wherever feasible, the Board shall strive to include a cross-section of constituencies in a committee in order that the work of the committee be a forum for collaboration and empowerment of all those concerned with the charter school.

Contracts. The Board of Trustees may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name and on behalf of the corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Trustees no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement, or to pledge its credit or render it liable peculiarly for any purpose or to any amount.

Fiscal Year. The fiscal year of the corporation shall commence on March one of each year and end on February 28th of the following year.

Amendment of By-laws by Trustees. The Board of Trustees shall have power to make, alter and amend the by-laws of the corporation by affirmative vote of a majority of the Trustees present and voting, in person or by proxy, at any regular or special meeting or the Board, and adopted at the next meeting except as provided by law.

Amendment of By-laws by Members. The by-laws may be altered, amended, or repealed at any meeting of the members of the corporation, by a majority of the members present and voting, provided that the proposed action is inserted in the notice of such meeting.

Dissolution of the Corporation. The Board of Trustees, by a vote of the majority thereof, may authorize that a petition for dissolution of the corporation be filed in the Supreme Judicial Court of Massachusetts, under Chapter 180 Section 11A, as amended requesting that the Court authorize the administration of its funds for such similar charitable purposes as the Court may determine. Said petition shall pray that the assets of the corporation be disposed of exclusively for the benefit of the corporation in such manner, or to such organization or organizations operated and organized for such educational, civic, religious, or scientific purposes as shall at that time qualify as an exempt organization under Section 501(c)3 of the Internal Revenue Code, or succeeding provisions.

Hearthstone Hill Charter School

For Grades 7 - 12

The Massachusetts Educational Reform Act of 1993 authorizes the Secretary of Education to grant a five-year charter to qualified applicants seeking to establish a charter school. This legislation offers us an unusual opportunity to be primary participants in the creation of new innovative alternative public schools for our children. If granted a charter, our school will enroll approximately 50 students, grades 7 through 12, for September of 1995. It is our intention to serve the students of the Union #28 school district (Leverett, Shutesbury, Wendell, New Salem, Erving) and nearby communities.

We, a group of parents, educators, students, artists and community members have joined together to create a small junior/senior high school founded on the commitment to: 1) positive regard for all individuals, 2) self-discovery and self-expression, 3) the practice of earth stewardship, and 4) family, school, and community partnership. We are dedicated to creating a school in which students will be powerful participants in their own learning, parents will be directly involved with their child's education, and where students will gain practical, appropriate life skills as well as developing healthy relationships with peers, family, community and the natural environment.

One of our fundamental objectives is to trust and empower students to exercise self-determination and responsibility, while providing them with caring support and guidance. Within our model, students play primary roles in determining and evaluating their own educational programs. Parents and community members are crucial participants in this approach and may serve as advisors and teachers. We believe that although it is important for children to acquire a high degree of competency in reading, writing, mathematics and critical thinking, these competencies may be reached by different children in different ways. Other important features of our school are:

- * Thematic interdisciplinary studies (Learning Clusters)
- * Personalized education plans
- * Mixed-age groupings
- * Assessments based on portfolios and projects
- * Development of sustainable living skills
- * Integrated arts program
- * Democratic school governance shared by students and staff
- * Weekly council meetings for students and parents
- * School-based family support services
- * Multi-cultural community festivals & seasonal celebrations
- * Integrated programs for special needs students & their families
- * Independent studies and apprenticeships

FOR INFORMATION CALL (413) 548-9617 OR (508) 544-3462 OR WRITE :
Charter School P.O. Box 234 Wendell, MA 01379

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